REPORT RESUMES

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PROCEDURES FOR THE ESTABLISHMENT OF PUBLIC 2-YEAR COLLEGES.

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A SURVEY OF EXISTING LEGISLATION, PLANS, AND PROCEDURES FOR ESTABLISHING JUNIOR COLLEGES LED TO THE PREPARATION OF A SET OF SIX SUGGESTED GUIDELINES--(1) NEED FOR ENABLING LEGISLATION, CRITERIA FOR ESTABLISHMENT, AND PROCEDURES FOR ESTABLISHMENT, (2) 15 SEQUENTIAL STEPS, NOT ALL OF WHICH MAY BE NEEDED IN EVERY SITUATION, (3) DEVELOPMENT BY THE APPROVAL AGENCY OF PROCEDURES FOR INITIATION, STUDY AND STUDY APPROVAL, SELECTION OF BOARD AND CHIEF ADMINISTRATOR, PROGRAM DEVELOPMENT AND PLANNING, SITE SELECTION, AND BUDGET PREPARATION, (4) CLEARLY STATED PROCEDURES TO BE EMPLOYED WHERE RESPONSIBILITY IS TO BE SHARED, (5) INCLUSION OF PROCEDURES IN REGULATIONS RATHER THAN IN ENABLING LEGISLATION, AND (6) AVAILABILITY OF WRITTEN PROCEDURAL STATEMENTS FROM THE APPROVAL AGENCY. THE 15 PROCEDURAL STEPS ARE (1) INITIATION, (2) SURVEY, (3) PRESENTATION OF SURVEY, (4) APPROVAL AGENCY ACTION, (5) REDISTRICTING, (6) PASSAGE OF TAX LEVY OR BOND ISSUE, (7) SELECTION OF COLLEGE BOARD, (8) SELECTION OF CHIEF ADMINISTRATOR, (9) SELECTION OF STAFF, (10) AUTHORIZATION TO GRANT DEGREES, (11) BUDGETING, (12) SITE AND FACILITIES PLANNING, (13) CURRICULUM DEVELOPMENT, (14) CURRICULUM REGISTRATION, (15) COLLEGE OPENING. SUMMARIES OF STATE PLANS ARE PRESENTED. THIS DOCUMENT IS AVAILABLE AS FS 5.257/57006 FOR $0.55 FROM U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. (WO)

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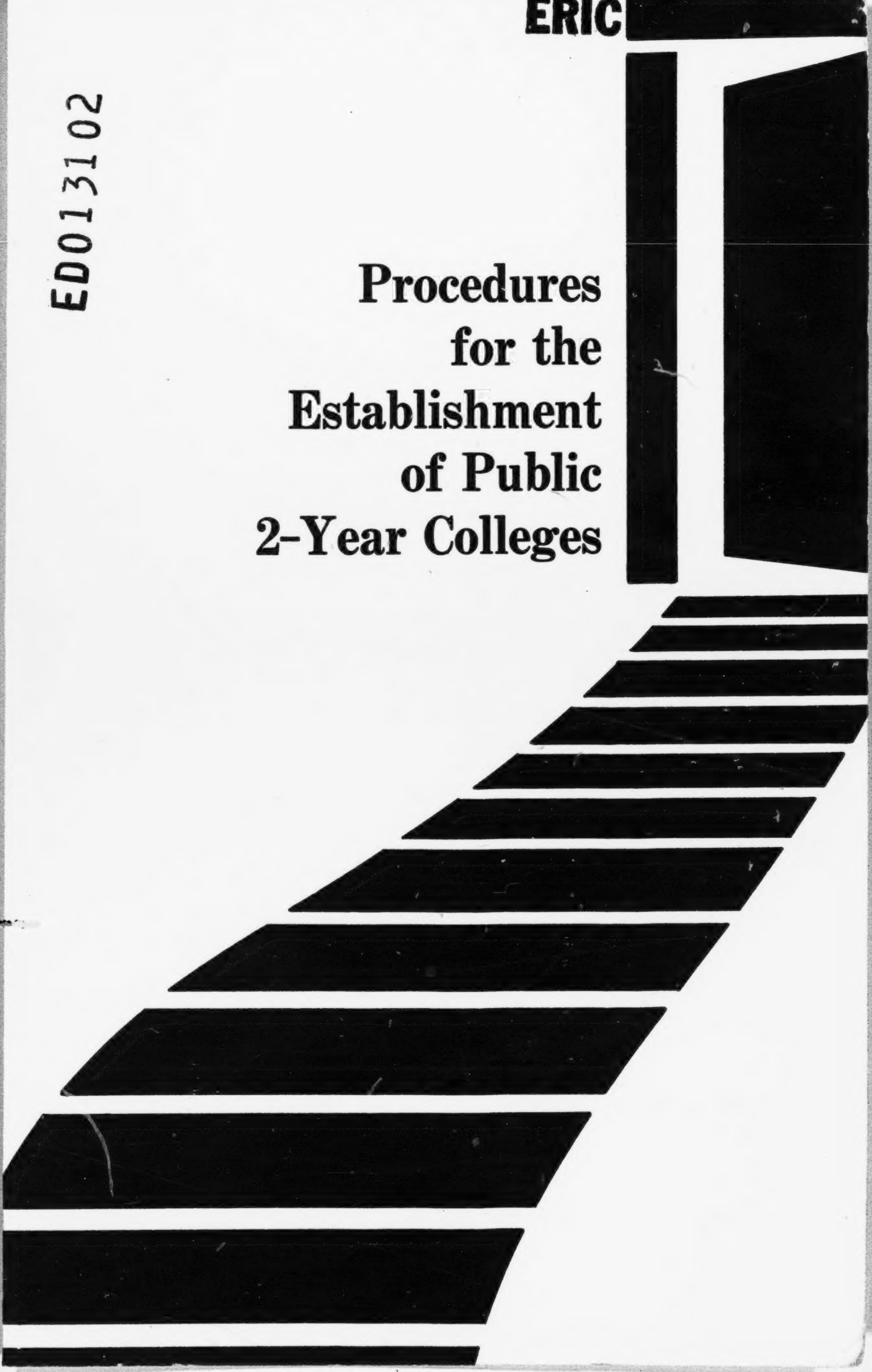

Procedures for the Establishment of Public 2-Year Colleges

Highlights

In the 1963–64 school year, 43 States had some type of public 2-year college. These institutions, totaling 532, included 314 local junior colleges, 39 State junior colleges, 43 technical institutes, 110 branches and extension centers, and 26 other 2-year public institutions.

✦ ✦ ✦

The procedures for establishing these institutions vary greatly, not only for different types of institutions, but also for the same type of institution in different States.

✦ ✦ ✦

Sometimes there are 15 successive procedural steps beginning with initiation and ending with the opening of the college. Not all of these steps appear equally important in all situations.

✦ ✦ ✦

The responsibility for a particular procedural step is sometimes shared by local and State agencies; generally one individual or agency has the major role.

✦ ✦ ✦

The procedures developed by one approval agency may not be effective for other agencies. Nor is there the inference that the 15 steps used in this study are all necessarily required or desirable in all States and in all institutional types.

✦ ✦ ✦

This study emphasizes the importance of having a definite sequence of steps for establishing these colleges, and for having a description of the steps and responsibility for each, available in written form.

✦ ✦ ✦

The orderly development of 2-year colleges in a State rests primarily on three basic essentials: sound enabling legislation, adequate criteria for establishment, and a logical and appropriate procedural method for their development. Lacking these essentials, any development will tend to be spasmodic, uncertain, and emergency in nature.

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Procedures for the Establishment of Public 2-Year Colleges

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Harold Howe II, *Commissioner*

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Foreword

MANY LOCAL EDUCATORS, boards of education, and citizens committees interested in organizing a local junior college are faced with the question: What action should be taken to establish a 2-year institution?

The purpose of this study has been to provide answers to this and related questions. In addition to presenting in a single document the actual procedures used by local officials, State agencies, and colleges and universities in developing a new publicly supported 2-year college, the name of the individual or agency having responsibility for each of the sequential steps is also included. Although varying among the States and for different types of institutions, procedures are presented for establishing local junior colleges, State junior colleges, technical institutes, and branch colleges and extension centers.

This report of a comprehensive study of procedures used to establish publicly supported 2-year colleges should be especially helpful to State agencies in their planning for the orderly development of increasing numbers of 2-year colleges. It should also be useful to local officials and agencies by providing them with guidelines for the steps necessary to establish these institutions.

Of significance is the fact that a 95 percent response to our inquiries was received—the result of the cooperation and interest of many education officials. For their invaluable assistance appreciation is expressed to officers in State departments of education, State coordinators and directors of systems of 2-year colleges, and presidents of colleges and universities which operate 2-year branches and extension centers.

MINARD W. STOUT, *Director,*
College Program Support Branch.

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PART I

ANALYSIS AND EVALUATION OF PROCEDURES

CHAPTER I

Introduction

INCREASINGLY, DURING RECENT YEARS, educators have suggested that the complexity of modern civilization demands at least 2 years of education beyond the high school to prepare the individual for his civic, economic, and social responsibilities. The Educational Policies Commission has proposed that the Nation make available at least 2 years of further education for all high school students. Many colleges and universities have broadened their programs and have established centers and branch campuses to accommodate the increasing numbers of students. Some local communities have extended their high school programs and others have pooled their resources to establish 2-year community colleges. Some of the States have conducted surveys in recent years to help in their planning for the expansion of higher education opportunities including technical training. In many States, however, the need to provide opportunities for increasing numbers of students to secure at least 2 years of study beyond high school has not been met in terms of cost, proximity, or course offerings.

Junior colleges have increased greatly in number and enrollment size since the beginning of this century when there were 8 junior colleges which enrolled a total of 100 students. By 1950 the number of junior colleges had increased to 506 and to 593 by 1960. The 644 junior colleges in 1963 represented a 9-percent increase in the number of junior colleges in the preceding 3 years.

One of six students enrolled in institutions of higher education in the fall of 1963 was enrolled in a junior college. Publicly supported junior colleges enrolled 90 percent of all junior college students.[1]

President Johnson, upon signing the Higher Education Facilities Act of 1963, said that one of its important provisions was that it would assist in the development of 25 to 30 new community colleges a year. This could mean that by 1970 there would be more than 1,000 junior colleges in the United States. Anticipating an average enrollment of 1,500 students each, there would be 1.5 million students enrolled in public and private junior colleges by that time.

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[1] U.S. Department of Health, Education, and Welfare, Office of Education, Circular No. 728, *Opening (Fall) Enrollment in Higher Education, 1963*, OE-54003-63. Washington: U.S. Government Printing Office, 1963. p. 68.

The Higher Education Facilities Act (PL 88–204) provides that 22 percent of the funds will be used for public community colleges and technical institutes. With the expected increase in the number of junior colleges, and especially in the publicly supported junior colleges, it appears both appropriate and timely to review the procedures used for the establishment of these institutions in the various States.

Purposes of the Study

This is the fourth of a series of publications which have dealt generally with the subject of junior colleges. The first, *Patterns of Organization and Support in Public 2-Year Colleges* [2] included in a general way some aspects of the administration and financing of public 2-year colleges. This study was followed the next year by *Criteria for the Establishment of 2-Year Colleges,*[3] which reviewed the criteria found in laws and in regulations as well as in actual practices in the various States. Also included was a review of the opinions of selected educators regarding the desirable criteria for establishing 2-year colleges.

In the requests for additional copies of this publication there was frequent mention that two other areas needed intensive study: State formulas for support and procedures for establishment. Accordingly, a report was published, *State Formulas for the Support of Public 2-Year Colleges.*[4]

The current publication containing information pertaining to the procedures used for establishing the public 2-year colleges throughout the United States summarizes the necessary steps used by State agencies in the development of these institutions.

Plan of the Study

Much of the basic information used in the study was available in the Office of Education in the laws, the regulations, and the reports of State supervisory and regulatory agencies. Therefore, instead of using a questionnaire to gather this information, summaries of State practices for each type of 2-year college in each State were prepared according to an outline guide of 15 steps or procedures. These statements indicated (1) those steps that are necessary in establishing a 2-year college, and (2) the name of the local or State agency (or several agencies when responsibility is shared) charged with carrying out each of the steps. A letter and two copies of the statement were sent to personnel in State departments of education, to State coordinators and directors of systems of 2-year colleges, and to presidents of colleges and universities known to be operating 2-year branch campuses and extension centers. This letter requested the officials to make additions or deletions reflecting changes in policies or procedures, to clarify ambiguous points, and to sign and return one copy of the statement to the Office of Education. For most of the statements, only minor alterations were needed. However, for a few others correction was needed to reflect changes in the laws or regulations. For these, a second exhibit was prepared and again sent to the agency for verification.

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[2] S. V. Martorana and D. G. Morrison. *Patterns of Organization and Support in Public 2-Year Colleges.* U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1959. 25 p.

[3] D. G. Morrison and S. V. Martorana. *Criteria for the Establishment of 2-Year Colleges.* OE-57000. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1960. 101 p.

[4] D. G. Morrison and S. V. Martorana. *State Formulas for the Support of Public 2-Year Colleges.* OE-57004. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1962. 70 p.

For colleges and universities for which information was not available, letters of inquiry and blank outline forms were sent to presidents asking whether or not they operated 2-year branch campuses or extension centers. In those States that do not have publicly supported 2-year colleges, the chief State school officer was asked to confirm the fact.

Copies of letters of inquiry appear in the appendix of this report.

A total of 87 requests were sent to State boards of education, State departments of public instruction, coordinating councils for higher education, or central administrative officers of colleges and universities. Replies were received from 83 agencies representing a 95 percent response.

Definitions of Terms and Scope of the Study

This study is concerned with the public 2-year colleges that might be categorized as local 2-year colleges, State 2-year colleges, technical institutes, and branches or extension centers. The definitions used are as follows:

Local 2-year college: A public 2-year college normally termed junior or community college in which the local area contributes at least a portion of the support and has the major legal responsibility for and control of the institution.

State 2-year college: A public 2-year college also called junior or community college which is controlled by a board established by State authority, and which is representative of State interest and planning.

Technical institute: A public 2-year postsecondary institution controlled and supported as a local or a State 2-year college but in which the major emphasis is on technical education.[5]

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[5] As defined in statistical reports of the Office of Education, "technical institute" refers to a 2-year institution which concentrates in engineering-related curriculums that are occupationally oriented and are not ordinarily creditable to 4-year engineering curriculums.

Branch or extension center: A 2-year unit controlled by the board of regents or trustees of a 2-year State college or university and operated at a location apart from the campus of the parent institution.

Other institution: A 2-year institution that does not fit into any of the above four categories.

This study includes all publicly supported 2-year institutions termed junior or community colleges, technical institutes, and branches or extension centers which offer at least a complete program for the first 2 years of college for which credit is transferable to a 4-year college or university. Those branches or extension centers which offer programs-exclusively in medicine or medical fields and other specialized nontechnical fields are not included. Branches or extension centers which offer more than 2 years of transferable college work or which offer no sequential program for the freshman and sophomore years of study are excluded.

In addition to the 2-year colleges described above, the 26 "other institutions" category includes a quasi-public college in Pennsylvania, one 2-year college in Indiana under both public and private control which has a long history in the State as Vincennes University, 2 military colleges in Georgia and New Mexico established by legislative action, and 22 county teachers colleges in Wisconsin.

The number of publicly supported 2-year colleges in each State is shown in table 1. Forty-three of the 50 States operate publicly supported 2-year colleges of one type or another. Six States and the District of Columbia have neither publicly supported junior colleges nor permissive legislation pertaining to such institutions. Of the 43 States either operating junior colleges or having laws permitting the establishment of 2-year colleges, 28 pertain to local 2-year colleges, 10 to State 2-year colleges, 9 to technical institutes, 16 to branches or extension centers, and 5 to other types of institutions.

The following shows the percentage distribution of all public 2-year colleges, by type:

Type	*Number*	*Percent*
Total	**532**	**100.0**
Local 2-year colleges	314	59.0
State 2-year colleges	39	7.3
Technical institutes	43	8.1
Branches and extension centers	110	20.7
Other institutions	26	4.9

Each branch of a 2-year college is included in table 1 as a separate institution. For example, the total for Illinois includes the seven campuses of the Chicago City Junior College and the total for Colorado includes the two branches of Mesa Junior College. The technical institutes, with the exception of the municipal technical institutes in Wisconsin, are all State supported and administered. Most of the branches or extension centers, shown in column 6 of table 1, are operated by one institution. However, in Alabama, Indiana, Kentucky, New Mexico, and Utah the branches and extension centers are operated by two institutions. Three institutions operate the 9 branches in Virginia and 5 institutions operate the 20 branches in Pennsylvania. More detailed information on the number of branches or centers operated by each State-supported 4-year college or university is shown in the State exhibits in Part II.

Table 1.—Number of 2-year institutions of higher education, by type of institution and by State: United States, 1963–64

[—=zero]

State	All 2-year institutions	Local 2-year colleges	State 2-year colleges	Technical institutes	Branches and extension centers	Other institutions
1	2	3	4	5	6	7
Total	**532**	**314**	**39**	**43**	**110**	**26**
Alabama	3	—	1	—	2	—
Alaska	6	—	—	—	6	—
Arizona	2	2	—	—	—	—
Arkansas	1	—	—	—	1	—
California	71	71	—	—	—	—
Colorado	6	6	—	—	—	—
Connecticut	9	2	—	3	4	—
Delaware	0	—	—	—	—	—
District of Columbia	0	—	—	—	—	—
Florida	28	28	—	—	—	—
Georgia	9	—	7	1	—	1
Hawaii	1	—	—	—	1	—
Idaho	2	2	—	—	—	—
Illinois	24	24	—	—	—	—
Indiana	14	—	—	—	13	1
Iowa	16	16	—	—	—	—
Kansas	14	14	—	—	—	—
Kentucky	5	1	—	—	4	—
Louisiana	1	—	—	—	1	—
Maine	0	—	—	—	—	—
Maryland	12	11	1	—	—	—
Massachusetts	8	—	8	—	—	—
Michigan	17	17	—	—	—	—
Minnesota	11	—	11	—	—	—
Mississippi	17	17	—	—	—	—
Missouri	7	7	—	—	—	—
Montana	2	2	—	—	—	—
Nebraska	4	4	—	—	—	—
Nevada	0	—	—	—	—	—
New Hampshire	2	(1)	(1)	2	—	—

See footnote at end of list.

Table 1.—Number of 2-year institutions of higher education, by type of institution and by State: United States, 1963–64—Continued

State	All 2-year institutions	Local 2-year colleges	State 2-year colleges	Technical institutes	Branches and extension centers	Other institutions
1	2	3	4	5	6	7
New Jersey	1	1	—	—	—	—
New Mexico	4	—	—	—	3	1
New York	27	21	—	6	—	—
North Carolina	23	2	—	21	—	—
North Dakota	5	2	2	—	1	—
Ohio	33	1	—	—	32	—
Oklahoma	12	5	7	—	—	—
Oregon	10	9	—	1	—	—
Pennsylvania	21	(1)	—	—	20	1
Rhode Island	0	—	—	—	—	—
South Carolina	0	—	—	—	—	—
South Dakota	0	—	—	—	—	—
Tennessee	0	—	—	—	—	—
Texas	31	31	—	(1)	—	—
Utah	3	—	1	—	2	—
Vermont	1	—	—	1	—	—
Virginia	9	—	—	—	9	—
Washington	13	13	—	—	—	—
West Virginia	4	—	1	—	3	—
Wisconsin	38	—	—	8	8	22
Wyoming	5	5	—	—	—	—
Total number of States, by type of institution [2]	**43**	**28**	**10**	**9**	**16**	**5**

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[1] The existence of permissive legislation but no institution has been established.

[2] The sum of entries on this line is 68 rather than 43 because some States have more than one type of institution.

CHAPTER II

Responsibility for Establishment

THIS STUDY SEEKS TO DISCOVER the sequential steps used in establishing public community colleges in each State, and to determine the individual or agency that has major responsibility for each of these steps.

In order to simplify the orderly development of community colleges, several States found it helpful to develop a sequence of steps to be followed in establishing these institutions. These steps cover every phase of development from the time the idea of a 2-year college for the area is first conceived until the college is in full operation.

The 15 steps used as a suggestive outline are similar to those developed by the State University of New York.[1] The steps used in New York include most of those found in other procedural plans and in somewhat the same sequence. That the New York plan was used as a guide does not imply or suggest that all States should use identical procedures. Each State must develop its own set of procedures in light of its enabling legislation, historical background, economic factors, educational organization, and need.

State and Local Responsibility

Before reviewing procedures or sequential steps generally used to establish a 2-year college, it is essential to identify those groups which have responsibility or share in the responsibility for the different steps.

The groups that have major responsibility for most of the procedures are the local initiating group, the local study committee (which may or may not be the same group of people) at the local level, and the State approval agency which may be the State Superintendent, State board of education, or other State education board.

For example, members of the local board of education in a county may decide they want a 2-year college. They organize themselves into a committee to "initiate" the college, and subsequently conduct a survey and present the findings to the State board of education. Assuming the

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[1] State University of New York. *The Realization of a Community College, a Step by Step Outline* (brochure undated). 8 p.

State board approves, the local group then arranges for an election and notifies the State board of the results. The State law may allow this same group of people to declare themselves the board of trustees (in some States they automatically become the board of trustees) for the proposed college. As the governing board, this group proceeds with the remaining administrative and management procedures necessary to open its doors for classes. Throughout the entire process the State board may furnish materials, suggestions, standards, guidelines, and services.

Background information about the State and local groups responsible for the necessary steps in establishing local 2-year colleges follows.

Local Initiating Group

A community may vary from other communities in size, wealth, industry, background of people, and in many other ways. At present it does not have a public junior college although in the past there may have been some interest expressed for establishing such an institution.

The local board of education, teachers, principals, or other school administrators may suggest that the community should have a junior college. The initial suggestion that there might be a junior college may come from the Chamber of Commerce, a women's club, a new resident, newspaper editors, and other local citizens.

State Approval Agency

The legally constituted agency at the State level may be the State board of education, the State board of higher education, the State superintendent of public instruction, the State department of education, the State junior college board, or a public State-supported 4-year college or university. In some states where there is no legally constituted coordinating agency at the State level, authorization to establish a junior college is granted by special legislation or by approval of the legislature or the governor.

Local Study Committee

The local study committee in some communities is appointed by the local educational agency, school district, county, or intermediate district. Others are nominated by various business, civic, labor, and other community groups. The size of the study committee varies greatly, sometimes exceeding 100 persons. The study is designed to document the need for a junior college in a community and to serve many other purposes. Specifically, the local study—

- Provides an opportunity for the whole community to become acquainted with the purpose and potential of a junior college and to appreciate the increased taxes that will be necessary to support the institution adequately.
- Aids the community in understanding the importance of a priority system and the method of its application in States using such a system.
- Assists the State in evaluating the extent of community interest in the project and its willingness to support the institution if it is established.

The State agency assists the local committee in providing a listing of statistics and information such as enrollment projections. Usually the State agency provides some consultative help. If this is not possible, outside consultants may be used effectively. In some cases, graduate students training to be junior college administrators in one of the 10 Kellogg-sponsored fellowship programs have been most useful in helping to coordinate such a study.

State Study

In the past 8 years, a number of States have conducted statewide studies relating to post-high school education. In some instances, these have been studies looking at but one facet of higher education, possibly for the first time.

In only a few instances has the establishment of a State system of junior colleges been preceded by a statewide study of the need for these institutions. These State studies have originated in some States by legislative decree, in some States by the request of the governor, and in other States on the recommendation of a legislator or educational committee of the State.

Factors Considered in a State Study

As the State study is primarily designed to expedite the orderly development and promote effective planning to meet the needs of all parts of the State, it should include the following elements:

1. A projection of the potential post-secondary enrollment for the next 10 to 15 years.
2. A projection of the enrollment that can be accommodated in existing insitutions taking into account the planned expansions of these institutions.
3. The post-high school needs for education and training in terms of desires and expectations of the students and the parents, and the manpower needs for the State.

4. The identification of areas of the State which, in terms of projected college enrollment based on high school graduation, adequate finances, accessibility, and centers of population, would appear to be potential areas for the establishment of a junior college. This study should not say that junior colleges should or must be established in these areas, but should allow considerable flexibility and provide opportunities for districts and for counties to combine their efforts in patterns which they find mutually acceptable, not being limited to the suggested boundaries indicated in the State study.

Defining and Sharing Responsibility

Too great emphasis cannot be given to defining the responsibility for each step in establishing the college. Like a well-coached team, the local community leaders, the president and staff, and the State approval agency that recognize and accept responsibility, individually and collectively, move straight to the goal. When there is no clear definition of responsibility, the result is lack of cooperation, frustration, delay, and frequently indefinite postponement of a much needed institution. In a time of increasing need for these institutions every possible guarantee should be given that care and expedition will be used in their establishment. Certainly every State should have a written statement dealing with the necessary steps and the responsibility for each.

There is a wide variety in the procedural patterns followed in establishing 2-year colleges. These variations are related to the type of insitution. For this reason, the chapters which follow discuss separately the procedures for establishing local junior colleges, State junior colleges, technical institutes, and branch campuses and extension centers.

CHAPTER III

Local Junior Colleges

The local junior colleges represent nearly 60 percent of all publicly supported 2-year colleges in the United States. These institutions are financed and administered by local communities with varying degrees of supervision by the State educational agency. Of the 43 States which have laws pertaining to the establishment of publicly supported 2-year colleges, 28 of the States have laws pertaining to local junior or community colleges.

Four States have laws which allow two or more ways of organizing local junior or community colleges. In Illinois, for example, a community college may be organized in a junior college district or in an existing school district. In Kansas, the requirements are different for a city junior college district and a county junior college district. Michigan law allows a community to establish a 2-year college in a local school district and in a community college district. In Oregon, a different set of regulations applies to the establishment of a junior college in a single school district and an area education district. For these States, an examination of the laws revealed that the procedures are quite similar and that the differences are quantitative and not substantive, occurring in such matters as population size, enrollment size, type of district, and related factors. For this reason, for each of these four States, only one method of organizing a junior college was used in the analysis in this chapter. Both methods of establishing a junior college are shown in the State exhibits in Part II.

In this chapter, 15 procedures are divided into three groups of related or sequential steps: the initial steps, table 2; organizational steps, table 3; and management steps, table 4. The tables also show the agency which has the major responsibility for implementing these steps, whether State, local, or a joint responsibility of State and local groups.

Initial Procedures

The first four procedures—those commencing with the idea of creating a junior college through and including those steps necessary to gain approval to establish a new institution—are shown in table 2.

Initiation

In general, the local community is responsible for performing the necessary tasks to establish a junior college. Procedures are not reported for two States, Kentucky and Ohio. The initial steps in organizing a new institution rest with the local area in 26 of the 28 States. The State board of education, or other State educational agency, does not have the major responsibility and does not share in the responsibility for the initiation of a local junior college in any of the States.

The initial suggestion for a junior college might come from the chamber of commerce, a women's club, a new resident from an area which has a junior college, newspaper editors, the local PTA, the school board, school administrators, teachers, or industry. These individuals or groups taking the initiative or first step in establishing a junior college have been called "prime movers" by Fretwell who classifies these "prime movers" into two groups, the school people and the local citizens.[1]

The "prime mover," or the local group responsible for initiating action to organize a junior college is the local school unit in most States (table 2, col. 2). The school unit in general is the local board of education of a city, a county, a school district, or some combination of the above as specified in the laws in the various States. In 12 of the 28 States, the major responsibility for initiation rests with the local school people or school unit. In States where a proposed independent junior college district is required, the board of education may take action to establish itself as the governing board of the proposed district and to proceed to gain State approval for organizing a junior college. Only eight of the States require that a junior college district be organized in order to establish a new institution. Also, the local board of education may adopt a resolution to establish a new institution. The procedures vary in the different States.

The electors represent the next largest group responsible for the initiation of a new junior college, in 5 of the 28 States. In Arizona, Colorado, Idaho, Illinois, and Missouri, the electors in the district or county or other subdivision may submit a petition to establish a junior college. In most States the number or percentage of electors' signatures required on the petition is specified in the law. In Nebraska, North Dakota, and Wyoming, both a petition by the electors and action on the part of the school unit are required. In Montana and Oregon, initiation may be started either by a petition of the electors or by the school unit.

A citizens committee organized for the purpose of stimulating interest and support for a junior college is responsible for the first steps in four

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[1] Elbert K. Fretwell, Jr., "Establishing a Junior College," in *The Public Junior College*, p. 287. Fifty-Fifth Yearbook of the National Society for the Study of Education, 1956.

States. In New Jersey, the county board of supervisors has the responsibility for the initial action.

The fact that the responsibility for initial action in establishing a local junior college rests with the local community under the laws of the States authorizing such institutions indicates the awareness on the part of State legislatures of the importance of citizen support. The principle of citizen support may also be seen in the requirement of some of the States that the voters take the initiative in establishing a new institution.

Whether initiation is by the local school unit, by petition of the voters, or by a citizens committee, these "prime movers" have the job of taking the idea of a junior college, proving that there is a need and a demand, and effecting action to make the idea a reality. Probably the most definitive way to ascertain the likelihood of establishing a junior college is to assay community needs, desires, and capability of supporting a junior college.

Feasibility Study

After a community has decided that it wants a junior college and State law permits the organization of local junior colleges, a survey of the locality should be conducted before any other action is taken. This study may be conducted by the State department of education or the State superintendent's office, or it may be conducted by local agencies. The purpose of the study is to determine the need for a new institution of post-high school grade, probable student support, community interest, and ability and willingness to support a junior college financially.

Of the 28 States with permissive legislation governing the establishment of junior colleges by local communities, 22 require that a survey be conducted, 4 do not require a survey, and the procedures are not reported for 2 States.

The conduct of the survey is generally a responsibility of the local community, as shown in table 2, column 3. In 11 of the 22 States the local citizens committee or school unit is responsible for the survey. The State board of education, the State department of education, or the State superintendent has responsibility for conducting the survey in eight States, and in three States—Illinois, Maryland, and New Jersey—the survey is a joint responsibility of State and local officials. In Illinois, for example, a survey is required by the State superintendent and the county superintendent. Local studies or self-surveys are conducted in Maryland prior to an independent survey conducted by the State department of education. Each county in New Jersey conducts a survey to determine if it meets general statewide criteria. Then an independent study is conducted by the State commissioner.

Table 2.—Individuals and groups responsible for the initial procedures

[**S**=*State*, **L**=*Local*,

State 1	Initiation 2	Feasibility study 3	Presentation of survey 4
Arizona	**L**—Electors, by petition.	**S**—State board.	Not necessary.
California	**L**—School unit.	**S**—State superintendent.	**S**—State superintendent.
Colorado	**L**—Electors, by petition.	**L**—Local committee.	**L**—Local committee.
Connecticut	**L**—Citizens committee.	do.	do.
Florida	**L**—School unit.	do.	do.
Idaho	**L**—Electors, by petition.	**S**—State board.	Not necessary.
Illinois	do.	**J**—State superintendent, county superintendent.	**L**—County superintendent.
Iowa	**L**—School unit, electors.	**L**—Local committee.	**L**—Local committee.
Kansas	**L**—County board, electors.	Not necessary.	Not necessary.
Kentucky	(1)	(1)	(1)
Maryland	**L**—School unit.	**J**—State department, local committee.	(1)
Michigan	do.	**L**—Local committee.	**L**—Local committee.
Mississippi	**L**—School unit, county board.	**S**—State junior college board.	Not necessary.
Missouri	**L**—Electors, by petition.	**L**—School district.	**L**—Local school district.
Montana	**L**—Electors, by petition or school unit.	**S**—State superintendent.	Not necessary.
Nebraska	**L**—Electors, by petition, school unit.	Not necessary.	do.
New Hampshire	**L**—Citizens committee.	do.	do.
New Jersey	**L**—County board.	**J**—State commissioner, local committee.	**S**—State commissioner.
New York	**L**—School unit.	**L**—Local committee.	**L**—Local committee.
North Carolina	**L**—Citizens committee.	do.	do.

in establishing local 2-year colleges, by State: United States, 1963–64

J=*State and Local*]

Action by approval agency		
Approval	Disapproval	Priority
5	6	7
J—State board, school unit, county board, electors.	(1)	None.
J—State board, school unit, electors.	**L**—Electors, by referendum.	**S**—State board.
S—State board	**S**—State board	None.
do	do	Do.
S—Junior college advisory board, State board.	**S**—Junior college board.	**S**—Junior college board.
J—State board, county board, electors.	**S**—State board	**S**—State board.
J—State superintendent, county superintendant, electors.	**S**—State superintendant	None.
J—State board, State superintendant, school unit, electors.	**S**—State board	(1).
S—State board	**L**—Electors, by referendum.	(1).
(1)	(1)	(1).
S—State superintendent	**S**—State superintendent	None.
L—Electors, by referendum	**L**—Electors, by referendum.	Do.
S—Junior college board	**S**—Junior college board	(1).
J—State department, electors	**S**—State board	None.
J—State superintendent, school unit, electors.	**J**—State superintendent, State board or electors.	Do.
L—Electors, by referendum	**L**—Electors, by referendum.	(1).
Not necessary	(1)	(1).
J—State board, county board	**S**—State board	(1).
S—State board	do	None.
J—State board, electors	do	**S**—State board.

Table 2.—Individuals and groups responsible for the initial procedures

State	Initiation	Feasibility study	Presentation of survey
1	2	3	4
North Dakota	L—Electors, school unit.	Not necessary	Not necessary
Ohio	(1)	(1)	(1)
Oklahoma	L—School unit	L—School district	L—School district
Oregon	L—Electors, by petition or school unit.	S—State board	Not necessary
Pennsylvania	L—School unit	L—Local committee.	L—Local committee.
Texas	L—Citizens committee.	do	do
Washington	L—School unit	S—State board	S—State board
Wyoming	L—Electors, by petition, school unit.	do	Not necessary
Responsibility:			
State	0	8	3
Local	26	11	12
Joint	0	3	0
Not necessary	0	4	10
Not known	2	2	3
Total	**28**	**28**	**28**

[1] Procedure not known.

Although the necessary efforts required to prove community needs and interest in a local 2-year college rest generally with the local community, there is variation in the amount of assistance provided by State departments of education. In two States—Connecticut and Oklahoma—the survey is conducted entirely by the local community. In all the other States where the survey is a responsibility of the local community, the State department or State superintendent plays some role in the conduct of the survey. This ranges from cooperation and advice to direct supervision. In some States, the study is conducted in terms of a predetermined set of statewide criteria specified by law or by regulations. In other States, the survey is supervised directly by the State approval agency, while in others the State department provides advice and counsel when needed or requested. Information on specific procedures concerning the conduct of the survey is shown in the State exhibits in Part II.

in establishing local 2-year colleges, by State: United States, 1963–64 —Continued

Action by approval agency		
Approval	Disapproval	Priority
5	6	7
L—Electors, by referendum	**L**—Electors, by referendum.	(1).
(1)	(1)	(1).
L—School district	**L**—School district	(1).
J—State board, local school unit, electors.	**J**—State board, electors	None.
S—State board	**S**—State board	(1).
J—County school board, State commissioner, State board, electors.	**J**—State board, electors	None.
S—Legislature	(1)	**S**—State board.
J—State junior college board, school unit, electors.	**S**—Junior college board.	**S**—Junior college board.
9	14	6
4	6	0
12	3	0
1	0	11
2	5	11
28	**28**	**28**

No formal study is mandatory by law in Michigan, but it is required as a policy of the State superintendent. The study is a responsibility of the local committee in Texas, and it may be conducted by the local committee, by the State approval agency, or by an independent group. However, it must conform to a predetermined State outline guide. Although in the State of Washington it is the local board or the county superintendent who initiates the idea of a community college, the State board or its representative will sometimes suggest to the local board that it should postpone a study of needs if it obviously does not at present approximate the conditions necessary for establishment.

Standards or measuring devices to determine need for and ability to support a junior college vary among the States. Each State has its own set of criteria which are specified in the laws and regulations. It was not intended that this study of procedures should deal extensively with criteria because they were the subject of a previous Office of Education report.[1] However, a review of those laws which stated factors to be considered in the conduct of the survey and the general requirements for establishing a junior college indicate that, whether or not a survey is required, in most States it is necessary to show evidence of need for a 2-year college, interest among parents and students, financial ability to support the college, and educational soundness of the proposed program.

The need for a 2-year college can be shown by an assessment of population size and population trends in the community, present school enrollment in grades kindergarten through high school, high school enrollment, number of graduates, percent of graduates who express interest in attending a 2-year college, percent of graduates who entered college in the preceding 1 or 2 years, number of high schools in area, existing institutions of higher education and their long-range plans, and proximity to other colleges and universities.

Petitions by electors to establish a 2-year college, opportunities to express an opinion by voting on the question of forming a junior college district or committee to organize the college, and indications of support by parents and students are among the factors which indicate community interest.

The ability to finance a junior college is evidenced by the community's assessed valuation and tax levying power. Among the States, the minimum amounts of assessed property valuation range from as low as $3 million to as high as $150 million. The willingness of the community to finance a 2-year college can be seen in a favorable vote authorizing a tax levy or bond issue for the proposed college.

The educational soundness of the program may be indicated by curricula designed to meet the needs and desires of students. Personnel needs of local industry and business also play a part in determining program offerings.

Presentation of Survey

After the survey has been completed, the findings must be presented to the State board of education or some other approval agency. The survey report provides data to substantiate the need, community interest, and support for a junior college, or it might tend to lend support to the idea that a junior college should not be established. The report is presented to the State approval agency for its use in determining whether to authorize the local sponsor to proceed with next steps in organizing the junior college.

The groups which are required to submit the findings of the survey to an approval agency are shown in table 2, column 4. Note that in 10 of the 28 States, it is not necessary to present the survey findings to an approval agency; and in 3 States, the information was not reported. In five of the eight States in which the survey is conducted by either the State board, the State junior college board, or the State commissioner, it is not necessary that the survey results be formally submitted.

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[1] Op. cit. Morrison and Martorana, *Criteria for the Establishment of 2-year Colleges.* 101 p.

In California and New Jersey, the State superintendent presents the survey findings to the State board. In the State of Washington, the study is conducted by the State board of education to determine that specified criteria are met by the community. The State board then presents its findings to the legislature. This is the only State in which the legislature acts as the approval agency for the establishment of a local publicly supported 2-year college.

The survey report must be submitted to the approval agency in 15 States. In the three States mentioned above, a State agency is responsible for presenting the survey findings to an approval agency. In the remaining 12 States, this procedure is handled by the local sponsor. In 7 of the 12 States, the local sponsor presents the report of the survey to the approval agency. The report is made by the local sponsor to the approval agency through an evaluative or advisory committee in five States.

More States require that the survey report be presented directly to the approval agency than require that the report be submitted through a committee for review and recommendations to the State board of education or other approval agency. In most of the States, the survey findings are presented by the local sponsor to the approval agency for evaluation and subsequent approval or disapproval of the proposal to establish a 2-year college.

Action by Approval Agency

The initiation, feasibility study, and presentation of the survey may be considered to be the preapproval functions in organizing a junior college. The responsibility for these preapproval procedures rests with one or more local groups in most of the States.

Approval.—After the findings of the survey are reviewed, in some States approval of the State board of education or the State superintendent constitutes approval for the local sponsor to proceed with the organization of the college. In other States, the establishment of a 2-year college must be approved by the local community in a referendum in addition to the approval of the State board or State superintendent.

The approval to establish and maintain a local junior college is the responsibility of the State agency in nine of the States and a responsibility of the local agency in only four States. (See table 2, column 5.) In three of these—Michigan, Nebraska, and North Dakota—local approval is expressed by a majority of affirmative votes cast in a referendum on the question of establishing and, in some States, supporting a junior college by a tax levy. In Oklahoma, the local board of education must approve the plans for a junior college.

In 12 of the 28 States, granting approval to establish a 2-year college is the joint responsibility of State and local agencies. Except in New Jersey, the State board of education or the State superintendent of public instruction along with the electors, must grant approval before a new institution is established. In most of these States, an additional requirement is the approval of the governing board of the local school unit. In New Jersey, where approval is a joint responsibility of the State Board of Education and the County Board of Chosen Freeholders, voters may, by petition, request a referendum on the matter of establishing a 2-year college.

Formal approval to establish a 2-year college is not necessary in the State of New Hampshire as long as provisions of the law are met. The law permitting the establishment of publicly supported 2-year colleges in this State is quite unlike that in any of the other States. Formal approval procedures are not reported for Kentucky and Ohio.

In summary, the approval function is a joint responsibility of State and local groups in a majority of the States. The State educational agencies have responsibility for approval in almost a third of the 28 States, and local agencies determine whether or not a new junior college will be organized in only four States.

Disapproval.—Information pertaining to disapproval of a plan to establish a 2-year college is shown in table 2, column 6. A proposal to organize a junior college may be disapproved by the State educational agency in 14 of the 28 States. In local elections, a plan for the establishment of a 2-year college may be defeated in five States. In Oklahoma the school board of the district has the authority to disapprove the establishment of a 2-year college.

Disapproving the establishment of a 2-year college is a joint responsibility in three States. In Oregon and Texas, the State board or the electors may disapprove the establishment of a 2-year college; and in Montana, the plan may be disapproved by the State board of education, the State superintendent, or the electors.

In five States, apparently the laws ignore such eventuality of disapproval; consequently, the procedures are not stated.

Priority.—After approval is granted to establish a junior college, there is a system in some States indicating which locality, area, or school district shall proceed to organize its program first.

The agencies which have responsibility for granting preference in organizing new institutions are shown in table 2, column 7. Only six of the States indicated the use of some kind of priority system. Priority is determined by the State board of education in four of these States, and by the junior college board in two States.

In California, there is really no priority system, but the State board may specify which district should establish a junior college if proposals for a countywide district and a smaller district within the same county are received simultaneously.

No priority system exists for establishing 2-year colleges in 11 States and the procedures were not reported by 11 States.

Organizational Procedures

Redistricting, tax levying, selecting a governing board, president, and staff, and applying for authority to grant degrees are the organizational procedures shown in table 3 along with the names of individuals or groups responsible for their implementation in each of the 28 States.

Redistricting

In some States, the law allows two or more school districts to join together to establish and maintain a junior college. This redistricting allows flexibility, creates a larger area, includes a larger number of high schools and more potential students, and provides broader taxing area to support the college.

Redistricting is not necessary in nine States. In four States the procedures were not reported (table 3, col. 2). In 15 States, alteration of district makeup or annexation of additional areas is generally a local responsibility. Redistricting is a responsibility of the local sponsor in 10 of the 15 States and a joint responsibility of a State agency and a local group in 4 of the States. Mississippi is the only State in which redistricting is a responsibility of the State approval agency.

The junior college district, the local school board, and the city council are among the local groups responsible for redistricting when it is necessary. There is such a lack of uniformity among the States that to designate a single local group that has responsibility in most States would not be possible. For more detailed information, see the State reports in Part II.

There is also little uniformity among the four States in which redistricting is a joint responsibility of State and local agencies. In Arizona, the governing board of the proposed junior college and the State junior college board share responsibility whenever redistricting involves the annexation of an existing district junior college to the State junior college system. Michigan's law pertaining to the community college district provides for redistricting by the local boards of education with the approval of the State board, the State superintendent, and the electors by majority vote. In New Jersey, responsibility for redistricting rests with the governing

Table 3.—Individuals and groups responsible for administrative States,

[S=*State,* **L**=*Local,*

State	Redistricting	Passage of levy or bond issue	Appointment or selection of college board
1	2	3	4
Arizona	**J**—Governing board, State junior college board.	**L**—Governing board, county board, electors.	**L**—County superintendent.
California	**L**—Junior college district.	**L**—Governing board, electors.	**L**—County superintendent, electors.
Colorado	do	**L**—Governing board.	**L**—Electors
Connecticut	**L**—Town council	**L**—Board of finance, electors.	Not necessary
Florida	Not necessary	Not necessary	do
Idaho	**L**—Electors	**L**—Governing board.	**L**—Electors
Illinois	**L**—School unit	do	do
Iowa	Not necessary	Not necessary	Not necessary
Kansas	do	**L**—Governing board.	**L**—Electors
Kentucky	(2)	(2)	(2)
Maryland	Not necessary	Not necessary	Not necessary
Michigan	**J**—School unit, State superintendent, State board, electors	**L**—Governing board.	**L**—Electors
Mississippi	**S**—Junior college board.	**L**—County board.	**L**—County board.
Missouri	**L**—School unit, junior college district.	**L**—Governing board.	**L**—Electors
Montana	Not necessary	Not necessary	Not necessary
Nebraska	**L**—Electors, school unit, junior college district.	(2)	do
New Hampshire	(2)	(2)	(2)
New Jersey	**J**—Governing board, county board, State board.	**L**—County board.	**L**—County board.
New York	Not necessary	Not necessary	**J**—Governor, school unit.
North Carolina	**L**—County board	**L**—County board, electors.	**J**—County board, school unit, governor.

See footnotes at end of table.

procedures in establishing local 2-year colleges, by State: United 1963–64

J=*State and Local*]

Appointment of chief administrator	Selection of faculty and staff	Application for degree-granting authority
5	6	7
L—Governing board	L—Governing board	Not necessary.
do	do	L—Governing board.
do	L—Chief administrator, governing board.	L—Chief administrator and staff.
do	L—Chief administrator	L—Governing board.
L—Governing board [1]	L—Governing board	Not necessary.
L—Governing board	do	Do.
do	L—Governing board, chief administrator.	L—Governing board.
L—Governing board, superintendent.	L—Governing board, superintendent, chief administrator.	Not necessary.
L—Governing board	L—Governing board	(2).
(2)	(2)	(2).
L—Governing board	J—Governing board	L—Governing board.
do	do	Not necessary.
do	L—Governing board, chief administrator.	Do.
do	L—Governing board	Do.
L—Governing board, superintendent.	L—Chief administrator	Do.
L—Governing board	L—Governing board	(2).
(2)	(2)	(2).
L—Governing board	L—Governing board	Not necessary.
L—Governing board [1]	L—Chief administrator	L—Governing board.
do [1]	L—Governing board [3]	L—Governing board.[3]

Table 3.—Individuals and groups responsible for administrative
States, 1963–64

State	Redistricting	Passage of levy or bond issue	Appointment or selection of college board
1	2	3	4
North Dakota	(2)	L—Governing board, electors.	Not necessary
Ohio	(2)	(2)	(2)
Oklahoma	Not necessary	(2)	Not necessary
Oregon	do	L—Governing board.	do
Pennsylvania	J—School unit, junior college district, State board.	do	L—Mayor (city)
Texas	L—School unit	L—Local committee, electors.	L—Electors
Washington	Not necessary	L—Governing board.	Not necessary
Wyoming	L—School unit, junior college district.	do	L—Electors
Responsibility:			
State	1	0	0
Local	10	18	13
Joint	4	0	2
Not necessary	9	5	10
Not known	4	5	3
Total	**28**	**28**	**28**

[1] State agency approval necessary.

[2] Procedure not known.

board of the college, the boards of chosen freeholders, and the State board of education. The local school unit, the junior college district, and the State board have authority to effect redistricting in the State of Pennsylvania.

In summary, redistricting is a necessary procedure in establishing a public junior college in only 15 of the 28 States. Responsibility rests with the local community in most of the States.

Passage of Levy or Bond Issue

Procedures for levying taxes and issuing bonds for the purpose of providing funds for capital outlay and operating expenses are not reported for

procedures in establishing local 2-year colleges, by State: United —Continued

Appointment of chief administrator	Selection of faculty and staff	Application for degree-granting authority
5	6	7
L—Governing board	L—Chief administrator	(2).
(2)	(2)	(2).
L—Governing board, superintendent.	L—Governing board, superintendent.	Not necessary.
L—Governing board	L—Governing board	L—Governing board.
do	(2)	Not necessary.
do	L—Governing board	(2).
do	do	(2).
do	L—Chief administrator	Not necessary.
0	0	0
25	24	8
0	0	0
0	0	12
3	4	8
28	**28**	**28**

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[2] General regulations and standards are determined by State agency.

five States, and are not necessary in five States. In the remaining 18 States, the function is performed by the local community.

The most frequently identified local group authorized to levy taxes and issue bonds is the governing board of the proposed junior college (or junior college district). However, there are several exceptions. In Arizona, for example, the governing board, the county board, and the voters share in the responsibility of securing the necessary public support. The board of finance and the electors in Connecticut share the responsibility. The board of supervisors of the county may levy a tax to establish and support the proposed junior college with the approval of the State Junior College Commission in Mississippi. In New Jersey, the board of chosen freeholders may levy taxes for operating expenses and may issue bonds for capital outlay. Bonds may be issued and taxes levied by the county commissioners with the approval of the voters in North Carolina. In Texas, the tax levy must be approved by the voters at the time of establishment of a junior college district. A bond issue must be voted upon after the district has been established and trustees elected.

The local community has major responsibility for issuing bonds and levying taxes in all of the States. In most of these, the board of trustees of the junior college (or junior college district) has the authority to perform these functions.

Appointment or Election of College Board

In 10 States, the appointment or election of a college board is not necessary when the local board of education also serves as the governing board of the junior college (table 3, col. 4). In three States, information on specific procedures for selecting the college board is not available.

The governing board of the college must be elected by the voters or appointed by State or local officials in 15 of the 28 States. In these States, the responsibility for selecting a board of trustees or board of directors rests with the local sponsor in all but two States, New York and North Carolina, where authority is shared between State and local officials. In 7 of the 15 States, the governing board is selected by the voters. In the other six States, responsibility rests with one or more local groups. For example, the county superintendent appoints the governing board in Arizona. In California, however, the county superintendent and the voters share the task of selecting a governing board.

The selection of a governing board for a new 2-year college is generally a local responsibility, and in half of the States where it is necessary to have a separate governing board for the 2-year college, the board is elected by the local citizens. The State agency does not have sole responsibility for this function in any State, and shares in the selection of a board of trustees or board of directors in only two States.

Appointment of Chief Administrator

Specific procedures for appointing a president or dean are not indicated for three States. In the remaining 25 States, this function rests with a local agency, usually the governing board of the proposed 2-year college. In Iowa, Montana, and Oklahoma, the governing board has the assistance of the local superintendent. In three other States—Florida, New York, and North Carolina—the president or dean is selected by the board of trustees with the approval of the State board of education.

Selection of Faculty and Staff

Individuals or groups with authority to select administrative and instructional staff members are shown in table 3, column 6. Information on specific procedures is not reported for four States. In 24 States, a local official or committee has authority to employ the necessary administrators and instructors to staff the 2-year college.

In 14 of the 24 States, the governing board has complete authority to select the faculty and staff. This task is accomplished by the president in five States, by the president and board of trustees in three States, by the president, board of trustees, and local superintendent in one State, and by the board of trustees and local superintendent in one State.

The State board of education does not select the faculty and staff in any of the local 2-year colleges. This is a responsibility of one or more local officials or groups.

Application for Degree-Granting Authority

In 12 of the 28 States, it is not necessary for the governing board of the 2-year college to request permission to grant degrees. The procedures are not reported for eight States. The local agency has the authority to make application for permission to grant degrees in the eight States where this is a necessary step. In seven States the board of trustees is charged with this responsibility and in one State, the president and his staff make application to the State board of education.

In summary, all the administrative procedures involved in establishing a new 2-year college are handled by local officials or groups. The State board of education or State superintendent of public instruction seldom participate in these functions except in an advisory manner.

Management Procedures

After the college has a governing board, president, and staff, the management functions of budget, plant and facilities, curriculum, and opening must be performed. These procedures and individuals and groups that have major responsibility are included in table 4.

Budget Preparation

Preparing a budget is an important part of organization of a new institution. Although this is a joint responsibility only in North Carolina, in some other States consultative assistance and standardized budgetary patterns are provided by State boards of education. Information concerning budgetary procedures was not reported for seven States.

Table 4.—Individuals and groups responsible for management
States,

[S=*State*, L=*Local*,

State	Budget preparation	Planning of site and facilities
1	2	3
Arizona	L—Governing board	J—State board, governing board.
California	do.	L—Governing board [1]
Colorado	L—Chief administrator and staff.	L—Chief administrator and staff, governing board.
Connecticut	L—Chief administrator	L—Chief administrator
Florida	L—Chief administrator and staff.	S—State superintendent, State board, State department.[1]
Idaho	L—Local committee	L—Local committee
Illinois	L—Governing board, chief administrator.	L—Governing board, chief administrator.[1]
Iowa	L—Governing board, superintendent, chief administrator.	L—Governing board, superintendent, chief administrator.
Kansas	(3)	L—Governing board [1]
Kentucky	(3)	(3)
Maryland	L—Governing board, superintendent, chief administrator.	L—Governing board [1]
Michigan	L—Governing board	do.
Mississippi	L—Governing board, chief administrator.	S—Junior college board
Missouri	L—Chief administrator [2]	L—Governing board
Montana	L—Governing board	L—Governing board [2]
Nebraska	(3)	L—Governing board
New Hampshire	(3)	(3)
New Jersey	L—Governing board	L—Governing board
New York	L—Governing board [1]	L—Governing board [1]
North Carolina	J—Governing board, State Board.[1]	do.
North Dakota	(3)	Not necessary
Ohio	(3)	(3)
Oklahoma	L—Chief administrator and staff.	L—Governing board, superintendent.
Oregon	L—Governing board [1]	L—Governing board [1]
Pennsylvania	L—School unit	L—Governing board [2]
Texas	(3)	L—Govering board, chief administrator.[2]

See footnotes at end of table.

procedures in establishing local 2-year colleges, by State: United 1963–64

J=*State and local*]

Curriculum development	Registration of curriculum	Opening of college
4	5	6
S—State board	Not necessary	L—Governing board.[1]
L—Governing board [1]	L—Governing board	L—Governing board.
L—Chief administrator [2]	Not necessary	L—Chief administrator and staff.
L—Governing board, chief administrator.	do	L—Governing board.[1]
L—Chief administrator and staff.[2]	do	L—Governing board.
L—Governing board [1] [2]	L—Governing board [1]	Do.
L—Chief administrator and staff.	L—Governing board	Do.
do	Not necessary	Do.
S—State superintendent	(3)	(3).
(3)	(3)	(3).
L—Chief administrator and staff.	L—Chief administrator	L—Chief administrator and staff.
L—Governing board [1]	L—Governing board	L—Governing board.
L—Chief administrator and staff.[2]	Not necessary	L—Governing board, chief administrator.
L—Governing board [2]	do	L—Governing board, chief administrator and staff.
L—Governing board [1]	L—Local committee	L—Governing board.
L—Governing board	Not necessary	(3).
(3)	do	(3).
L—Governing board [2]	do	J—State board, chief administrator and staff.
L—Chief administrator and staff.	J—Governing board, State department, State board.	L—Governing board, chief administrator and staff.[1]
L—Governing board [2]	L—Governing board	J—State board, governing board.
S—State board	(3)	(3).
(3)	(3)	(3).
L—Governing board, superintendent.[2]	L—Governing board	L—Governing board, Superintendent.
J—State department, governing board.[1]	do	J—Governing board, State board.
L—Governing board [2]	(3)	(3).
L—Chief administrator and staff.[2]	(3)	L—Governing board, chief administrator and staff.[1]

See footnotes at end of table.

Table 4.—Individuals and groups responsible for management States, 1963–64

State	Budget preparation	Planning of site and facilities
1	2	3
Washington	L—Governing board [1]	J—Governing board, State superintendent.
Wyoming	L—Governing board, chief administrator.	L—Governing board
Responsibility:		
State	0	2
Local	20	20
Joint	1	2
Not necessary	0	1
Not known	7	3
Total	**28**	**28**

[1] State agency approval necessary.

[2] General regulations and standards are determined by State agency.

[3] Procedure not known.

In the majority of the 20 States, budget preparation is a responsibility of a local committee or sponsor. The budget is prepared by the board of trustees in eight States, by the president and his staff in five States, by the president and board of trustees in three States, by the governing board, president and local superintendent in two States, and by the local committee or school board in two States. In these two States, the school unit and the school board actually serve as a governing board or sponsor of the 2-year college.

Planning of Site and Facilities

Selecting a location, buildings, grounds, and equipment for a new junior college is the responsibility of a State rather than local agency only in Florida and Mississippi. In Florida, the site chosen must be approved by a committee representing the State superintendent and the State board of education. In Mississippi, the Junior College Commission designates the site of the proposed 2-year college at the time of approval to organize the college.

In Arizona and Washington, joint responsibility for planning building location and equipment rests with the board of trustees of the proposed college and the State board of education or State superintendent of public instruction.

Local officials or groups plan the location of the proposed college and its facilities in 20 of the 28 States. In almost two-thirds of these States, the procedures in establishing local 2-year colleges, by State: United —Continued

Curriculum development	Registration of curriculum	Opening of college
4	5	6
L—Governing board [2].....	L—Governing board.....	S—State board.
.....do..................	Not necessary........	L—Governing board.
3	0	1
21	10	17
1	1	3
0	11	0
3	6	7
28	**28**	**28**

board of trustees has complete authority in planning the physical facilities for the 2-year college. In five other States, the governing board and the president or local superintendent select a site and facilities.

In summary, the board of trustees has responsibility for this phase of organizing a junior college in 18 of the 20 States. The function is performed by the president in Connecticut and by a local committee in Idaho. State agency assistance and cooperation are evidence by the fact that a State agency must approve the site selected for the new institution in nine other States. In three other States, the standards for the sites chosen are determined by a State agency.

Curriculum Development

Development of curriculum is a State responsibility in three States as shown in table 4, column 4. In Arizona and North Dakota, the State board of education determines course offerings, and in Kansas this is done by the State superintendent.

Information was not reported for three States. However, in Oregon the school board develops the curriculum in cooperation with the State department of education.

The board of trustees, president, and superintendent plan the course offerings in 21 States. In these States, the curriculum is developed by the board of trustees or governing board in 11 States, by the president and his staff in 8 States, and by the governing board with the assistance of the president or local superintendent in 2 States.

Planning the curriculum is a responsibility of the local officials and groups in a majority of the States.

Registration of Curriculum

It is not necessary that the curriculum developed for a proposed 2-year college be formally submitted to a State agency in 11 of the 28 States (table 4, col. 5). The procedures were not indicated for six States. However, in the State of New York, curriculum registration is a joint responsibility of the board of trustees of the new 2-year college, the State superintendent, and the State University.

The governing board of the 2-year college is responsible for registering the curriculum offerings with the State approval agency in eight States. This is done by the president in one State and by the local committee in another. Very little information on the issue of registering the curriculum was found either in the laws and regulations or in the responses received from State officials.

Opening of College

The beginning of classes is usually set around the traditional fall opening of public elementary and secondary schools. As indicated in table 4, column 6, the opening date is set by one or more local officials in 17 of the 28 States, by a State and local agency jointly in three States, and by the State board of education in Washington. Specific procedures for determining the opening date were not reported for seven States.

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Management procedures for organizing a new 2-year institution in most States are the responsibility of one or more local officials or groups. The State department of education, State board of education, or State superintendent of public instruction may give advice and assistance by providing standards and general overall approval for such activities as selecting physical facilities and determining curricular offerings.

Again reference is made to the State exhibits in Part II for more specific information pertaining to the establishment of local 2-year colleges in each State.

CHAPTER IV

State Junior Colleges

TEN STATES OPERATE 2-year colleges known as "State junior colleges" or have laws pertaining to the establishment of such institutions. The State junior colleges discussed in this report represent 7.3 percent of all publicly supported 2-year institutions. Unlike the local junior colleges, the State junior colleges are operated and controlled by a governing board representative of the State rather than the local area it serves.

In 6 of the 10 States, the junior colleges were established by special acts of the legislatures or under some other special circumstances, for example;

1. Legislation was enacted in 1963 to provide for the establishment of junior colleges and trade schools in Alabama. Specific details for organizing these institutions was not reported.
2. The State junior college in Maryland was authorized by a special act of the legislature.
3. In New Hampshire the State board of education is preparing a plan for the establishment of junior colleges to be presented to the 1965 legislature.
4. The two State junior colleges in North Dakota were authorized in the State constitution.
5. Oklahoma's State junior colleges operate under the control of the Oklahoma State Regents for Higher Education. The information concerning the establishment of any new institution under the State system was not indicated.
6. Potomac State College of West Virginia University is closely affiliated with West Virginia University, but operates independently.

Table 5 summarizes the necessary steps for establishing State junior colleges and shows the agency having the major responsibility for each of these steps in four States. The table does not include "redistricting" and "passage of levy or bond issue" because these two procedures are not necessary in any of these States.

Initial Procedures

Initiation

As shown in the table, the initial steps in organizing a junior college are handled by local groups in two States and by the State board in two States. In Utah, the proposal to establish a new junior college must originate with the legislature, and each new college is created by legislative enactment.

Table 5.—Individuals or groups responsible for procedures in establishing State junior colleges, by State: United States, 1963–64

[S=*State*, L=*Local*]

Procedures	Georgia	Massachusetts	Minnesota	Utah
1	2	3	4	5
Initiation	L—Local operating authority (city, county, etc.).	L—Regional survey group.	S—Junior college board	S—Legislature.
Feasibility study	S—Staff of the board of regents.	do	do	S—Coordinating council on higher education.
Presentation of survey	do	do	Not necessary	Do.
Action by approval agency				
Approval	S—Board of regents	S—State board of regional community colleges.	S—Legislature	S—Legislature.
Disapproval	do	S—State board	do	Do.
Priority	Not necessary	do	S—Junior college board	S—Coordinating council on higher education.
Appointment or election of college board.	do	S—Governor	do	S—Legislature.
Appointment of chief administrator.	(1)	S—State board	do	L—Governing board.
Selection of faculty and staff.	(1)	do	do	Do.
Application for degree-granting authority.	Not necessary	Not necessary	(1)	L—Chief administrator and staff.
Budget preparation	L—President	S—State board	L—Chief administrator and staff.	L—Governing board.
Planning of site and facilities.	L—Political subdivisions	do	S—Junior college board	S—Building board.
Curriculum development	L—President and staff	do	do	L—Chief administrator and staff.
Registration of curriculum	do	Not necessary	Not necessary	Do.
Opening of college	do	S—State board	(1)	S—Stated in the legislation.

[1] Procedures not known.

Feasibility Study

A survey is required for the establishment of a State junior college in each of the four States. In Massachusetts, the local regional group has responsibility for conducting the survey to furnish information required by the State board of regional community colleges. In Georgia, Minnesota, and Utah, the survey is a responsibility of the State board.

Presentation of Survey

Because the State junior college board has power to determine whether or not a survey is conducted and to make a study if it so decides, presentation of the survey is not a required step in Minnesota.

The regional survey group in Massachusetts is responsible for presenting the survey findings to the State board. In Georgia, the staff of the Board of Regents must present the survey report to the board. The Coordinating Council on Higher Education in Utah presents its findings to the legislature for approval.

Action by Approval Agency

Granting approval to organize a new State junior college is the sole responsibility of a State agency in all four States. In Georgia and Massachusetts, the authority for approval rests with the State educational agency for higher education. The legislature grants approval to establish a new State junior college in Minnesota and Utah. There is no local responsibility for approving a State junior college in any of the States.

Disapproval.—Authority to disapprove a new State junior college rests with the same agencies as authority for granting approval. Coordinating agencies of higher education have responsibility in two States and the legislature has responsibility in two States.

Priority.—In Georgia, determining priority is not a necessary procedure in the establishment of a State junior college. In the other three States, the State board of higher education determines priority.

Organizational Procedures

Appointment or Election of College Board

The Board of Regents in Georgia serves as the governing board for all institutions under its supervision and a separate board is not necessary when a new junior college is established. In Utah, the legislation authorizing the establishment of a State junior college includes the designation of the governing board.

Although the State boards of higher education in Massachusetts and in Minnesota are the governing boards of the State junior colleges, local advisory boards are selected. In Massachusetts, the governor appoints a 10-member advisory board for each State junior college. Members of this board must be residents of the area served by the college: one must represent labor and one must represent business. The State junior college board in Minnesota appoints a local advisory committee for each junior college.

Appointment of Chief Administrator

The president or dean of the junior college is appointed by a State board in Massachusetts and Minnesota and by a local agency in Utah. In Utah, the local agency is the governing board of the junior college. Information on the selection of a president in Georgia was not reported.

Selection of Faculty and Staff

The procedures are the same as those for selecting a president. In Utah, the junior college governing board employs the necessary faculty and staff members. The State boards employ the required supervisors, teachers, and other staff members in Massachusetts and Minnesota.

Application for Degree-Granting Authority

In Georgia and Massachusetts it is not necessary to make formal application for authority to grant degrees. In Utah, the president and his staff, with the approval of the governing board, initiate and promote appropriate legislation for authority to grant degrees.

Management Procedures

Budget Preparation

In Massachusetts, the State board of regional community colleges has responsibility for planning the budget. The budget is prepared by the president and approved by the chancellor and board of regents for State junior colleges in Georgia. The junior college administration and staff in Minnesota prepare a budget and submit the request to the legislature for the necessary funds. In Utah, the budget is developed under auspices of the governing board, and submitted to the Coordinating Council on Higher Education and to the legislature.

Planning of Site and Facilities

In Georgia, the local area group has responsibility for supplying the school plant, site, buildings, grounds, and equipment for a State junior college. Determination of location and facilities for the junior college is a task for the State boards of education in the other three States. Although the State board in Massachusetts may establish community colleges at its discretion, it may also enter into agreements for the use of facilities with local school committees or other local authorities of two or more cities or towns to provide suitable locations and facilities for the community colleges.

Curriculum Development

The president of the junior college and his staff prepare courses of study in Georgia and Utah. The preparation of the curriculum is a task of the Junior College Board in Minnesota and the State board of regional community colleges in Massachusetts.

Registration of Curriculum

In Massachusetts and Minnesota this activity is not necessary. In Georgia and Utah, the president and his staff report the curricula to the State boards of higher education.

Opening of College

The Board of Regents approves the opening date of the new institution on the recommendation of the president in Georgia. The State board of regional community colleges in Massachusetts determines the opening date of the college. The law authorizing the establishment of a State junior college in Utah contains the stipulation of the opening date for the college.

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In summary, State boards of higher education, whether coordinating councils or governing boards of a system of higher education, have major responsibility for organizing State junior colleges. There is very little local participation.

CHAPTER V

Technical Institutes

THERE ARE 37 TECHNICAL INSTITUTES operating in eight States. All are State technical institutes with the exception of the eight municipal technical institutes in Wisconsin. The States in which technical institutes are located are Connecticut, Georgia, New Hampshire, New York, North Carolina, Oregon, Vermont, and Wisconsin. Although there are no technical institutes in Tennessee, a law has been passed authorizing the establishment of vocational-technical schools. In all but three of these States, information is either lacking on the procedures for their establishment or there are special circumstances precluding analysis at this time.

In Georgia, the technical institute operates as a branch of a 4-year institution. The General Court in New Hampshire authorized construction of one technical institute and five vocational-technical schools. The authority for operating these institutions rests with the State board of education. No additional information concerning the technical institutes in New Hampshire was available when this bulletin went to press.

All of the agricultural and technical institutes in the State of New York were established by legislative action and are completely supported by State funds. However, there are no plans or intentions to organize additional agricultural and technical institutes in the State. In 1962 the North Carolina General Assembly created a system of publicly supported 2-year colleges and industrial education centers. The procedures for the establishment of these institutions have been discussed previously in the chapter on local 2-year colleges. Oregon Technical Institute, operating under the supervision of the State board of higher education, was established by legislative action.

Legislation enacted in Tennessee in 1962 authorized the State board for vocational education to establish a statewide system of area vocational-technical schools and regional technical schools.

The three States for which information is available describing the establishment of publicly supported technical institutes are Connecticut, Vermont, and Wisconsin. Rather than present a tabular report and analysis based on three States, only a brief summary is included here. Additional details for the procedures used in establishing technical institutes in these three States are given in Part II.

In Connecticut, the technical institutes were organized and are maintained by the State department of education. The technical institute in Vermont operates under the control of Vermont State Colleges, a public corporation created by legislative action in 1961. Wisconsin's technical institutes operate under local control within the framework of the comprehensive college program. The institutions are organized in much the same manner as local junior colleges with the approval of the State board of vocational and adult education.

The technical institutes included in this report represent 8.1 percent of all publicly supported 2-year colleges.

CHAPTER VI

Branches and Extension Centers

THE 110 BRANCH CAMPUSES AND EXTENSION CENTERS located in 16 States represent one-fifth of the total number of publicly supported 2-year colleges. The branches or extension centers are 2-year units controlled by the governing boards of the 4-year State-supported colleges or universities which are operated at locations apart from the campus of the parent institution. These are generally called branches, extension centers, community colleges, branch campuses, or some similar title. The 2-year units operated by the University of Alaska are called community colleges. The University of Kentucky operates a community college system. Freshman-sophomore centers are the 2-year units of the University of Wisconsin. In the discussion that follows, all 2-year units will be referred to as **branches** or **centers.**

In four States, available information was either not sufficient or not applicable for an analysis of procedures used to establish branches or centers. For example, New Mexico State University operates three 2-year branches. Information describing the procedures used to establish these institutions was not reported.

Ohio has 32 branch colleges operated by 6 State-supported 4-year institutions. These were established by the parent institutions without central control or supervision. However, any new branches of 4-year colleges and universities in Ohio will be developed under authority of the Ohio Board of Regents, established by legislative action in 1963, to coordinate and supervise the development of public higher education in the State. Procedures for establishing branches are in the process of development.

A master plan for public higher education in Pennsylvania is being developed. Information describing the procedures to be followed in establishing new branch campuses and extension centers was not available when this report was sent to the printer.

Each of the 2-year colleges in Utah was established by legislative action. There are no specific laws or regulations governing the establishment of branches in the State.

Procedures used to establish branch campuses and extension centers in 12 of the 16 States are shown in tables 6 and 7. Because the procedures are different for Indiana University which operates 2-year regional campuses and Purdue University which operates 2-year extension centers, both are included in the tables and treated as two States.

Initial Procedures

The first four steps necessary to establish a branch or extension center are shown in table 6.

Initiation

Local communities are responsible for initiating action for the establishment of an extension center or a branch campus in 10 of the 13 States. A State educational agency has this responsibility in two States. The Beebe branch of Arkansas State College was established by action of the legislature, and the Council for Higher Education in Virginia reports to the legislature the need, location, enrollment potential, and estimate of cost for operating new branches or extension centers. The council also determines the institution best suited to operate a proposed 2-year branch.

Several agencies share in initiating the establishment of a 2-year branch in West Virginia. A 4-year college or university may establish a 2-year branch, or any county board of education, county court, municipal corporation or any two of them jointly may establish with a 4-year State-supported institution, a 2-year branch college.

In organizing branches and extension centers, the local community, citizens committees, or boards of education, generally, have responsibility for the first step.

Feasibility Study

A survey to determine the need for a 2-year branch or center is not required in four States. For the remaining States, the survey is conducted by the State agency in three States, by the parent institution in three States, and jointly by the parent institution and the local school district in one State.

The usual criteria include assurance of community interest and support and a sufficient number of potential students to attend the branch or center.

Table 6.—Individuals or groups responsible for the initial steps in by State: United

[**S**=*State,* **L**=*Local,* **J**=*State and*

State	Initiation	Feasibility study	Presentation of survey
1	2	3	4
Alabama	**L**—Military base, educators.	**P**—Parent institution.	Not necessary
Alaska	**L**—Local school board.	**J**—Local school districts, parent institution.	**P**—Parent institution.
Arkansas	**S**—Legislature	**L**—Proposed branch college.	do
Connecticut	**L**—Citizens	Not necessary	Not necessary
Hawaii	do	do	do
Indiana:			
Indiana University.	do	**P**—Parent institution.	do
Purdue University.	do	Not necessary	do
Kentucky	do	do	do
Louisiana	do	**P**—Parent institution.	do
North Dakota	do	**L**—Local community.	**L**—Local community.
Virginia	**S**—Council for higher education.	**S**—Council for higher education.	**S**—Council for higher education.
West Virginia	**J**—State supported institution alone or jointly with a county or city board or government.	**L**—Local community.	**P**—Parent institution.
Wisconsin	**L**—Local community.	**S**—Committee of the Coordinating Committee for Higher Education.	**S**—Committee of the Coordinating Committee for Higher Education.
Responsibility:			
State	2	2	2
Local	10	3	1
Parent institution.	0	3	3
Joint	1	1	0
Not necessary	0	4	7
Not known	0	0	0
Total	**13**	**13**	**13**

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[1] Procedures not known.

organizing public 2-year branch colleges and extension centers, States, 1963–64

Local, **P**=*Parent Institution*]

Action by approval agency		
Approval	Disapproval	Priority
5	6	7
P—Parent institution	Does not apply	Does not apply.
P—Governing board	**P**—Governing board	None.
S—Legislature	**S**—Legislature	**S**—Legislature.
P—President and governing board.	**P**—President and governing board.	None.
P—Parent institution and governing board.	[1]	Do.
P—Governing board	[1]	[1].
P—Parent institution	[1]	None.
do	[1]	[1].
do	**P**—Parent institution	None.
do	do	[1].
S—General assembly	**S**—General assembly	[1].
P—Governing board	**P**—Governing board	None.
S—Coordinating committee	[1]	**S**—Coordinating committee.
3	2	2
0	0	0
10	5	0
0	0	0
0	1	7
0	5	4
13	**13**	**13**

Presentation of Survey

In seven States, formal presentation of the survey findings is not necessary because the approval agency conducts the survey.

Presentation of survey findings is required in six States. In two of these, the responsibility is carried out at the State level. A committee reports its findings to the coordinating committee for higher education in Wisconsin, and the council for higher education in Virginia presents its findings to the legislature for approval. In Alaska, Arkansas, and West Virginia the parent institution which plans to establish a branch or center conducts a study and presents its findings to its governing board.

Action by Approval Agency

Approval.—The results of a feasibility study are useful in substantiating the need for a new branch or extension center. In three States, approval is granted by the State agency. The legislature acts as the approval agency in Arkansas and Virginia, and the coordinating committee for higher education in Wisconsin determines whether or not a new institution should be established.

The parent college or university board of trustees or regents has authority to grant approval to organize an additional branch campus or extension center in 10 States.

Disapproval.—Procedures for disapproving the establishment of a branch or center were not reported for five States. In seven States, however, disapproval is a responsibility of the State agency in two States, and the parent institution in five States.

Priority.—Determining priority for establishing branches or centers is required in only two States. The legislature determines priority in Arkansas and the coordinating committee for higher education in Wisconsin performs this function.

In summary, the first steps in establishing a branch or extension center are done by many different groups. There is little uniformity among the States in the procedures commencing with the idea of an extension center to the phase where the proposal is approved.

Organizational Procedures

The administrative and management procedures necessary to establish a branch or center are shown in table 7. Those procedures which are required in establishing other types of 2-year colleges but which are rarely required for the establishment of branch colleges and extension centers are not shown in the table, although they are mentioned briefly.

Redistricting

Redistricting, or the action of local districts to join together in planning, establishing, and maintaining a local 2-year college, is not necessary in the development of branch colleges and extension centers because the 4-year parent institutions are all publicly supported, even though there is much variation in the nature and extent of State control and supervision of their operation. Branch campuses and extension centers generally operate like any other part of the parent institution.

Passage of Levy or Bond Issue

Generally, no local funds are used to support branches and extension centers. Some States require that the local community supply the physical facilities. This is discussed in the subsequent section, *planning of site and facilities.* One exception is North Dakota where the community provided support for the extension center by passing a local tax levy.

Appointment or Election of College Board

The branch campuses and extension centers operate under the same board of regents or trustees as the parent institution in all the States. However, there is a local board, appointed by the governor, for each community college in Kentucky, which serves in an advisory capacity to the board of trustees of the university.

Appointment of Chief Administrator

The president or dean of the 2-year college is appointed by the parent institution in 9 of the 13 States (table 7, col. 1). In three States, the local administrator jointly with the parent institution select the supervisors, instructors, and other personnel. In Alaska, the local director selects the administrative staff.

Application for Degree-Granting Authority

This is not necessary because for those branches or centers that issue degrees, the authority to do so is inherent in the parent institution's degree-granting power.

Table 7.—Individuals and groups responsible for administrative centers, by State:

[**S**=*State;* **L**=*Local;* **J**=*State*

State	Procedures		
	Appointment of chief administrator	Selection of faculty and staff	Budget preparation
1	2	3	4
Alabama	**P**—Dean, president.	**J**—President of parent institution, dean of center.	**P**—Parent institution.
Alaska	**P**—Parent institution.	**L**—Local director	**L**—Local director.
Arkansas	**P**—President, governing board.	**J**—Branch campus dean, president of parent institution.	**J**—Local dean, parent institution.
Connecticut	**P**—Governing board.	**P**—President, governing board.	**L**—Branch director.
Hawaii	**P**—Parent institution.	**J**—Local director and parent institution.	**P**—Parent institution.
Indiana:			
Indiana University.	do.	**P**—Administration, governing board.	do.
Purdue University.	do.	**P**—Parent institution.	**J**—Local director, parent institution.
Kentucky	do.	**P**—Administration, governing board.	**L**—Local administrator.
Louisiana	**P**—President	**P**—President, administration, governing board.	**P**—Parent institution.
North Dakota	**P**—Parent institution.	**P**—Parent institution.	do.
Virginia	**P**—Governing board.	**P**—Governing board.	**J**—Local administrator, parent institution.
West Virginia	do.	do.	**P**—Parent institution.
Wisconsin	do.	do.	(1)
Responsibility:			
State	0	0	0
Local	0	1	3
Parent institution.	13	9	6
Joint	0	3	3
Not necessary	0	0	0
Not known	0	0	1
Total	**13**	**13**	**13**

[1] Procedures not known.

procedures in organizing public 2-year branch colleges and extension United States, 1963–64

and Local; **P**=*Parent Institution*]

Procedures—Continued		
Planning of site and facilities	Curriculum development	Opening of college
5	6	7
J—Federal Government, parent institution.	Not necessary	**P**—Parent institution.
P—Governing board	do	Do.
J—Local director and staff, parent institution.	**J**—Branch campus dean and staff, parent institution.	Do.
P—President, governing board.	**L**—Local director and staff.	**P**—President, governing board.
P—Parent institution	**P**—Parent institution	**P**—Parent institution.
do	**J**—Local director and staff, parent institution.	Do.
J—Parent institution, local director and staff.	**L**—Local director	**J**—Local administrator, parent institution.
P—Parent institution	**P**—Parent institution	Do.
P—Governing board	**L**—Local director and staff.	Do.
J—Parent institution, local advisory board.	**P**—Parent institution	**J**—Parent institution, local advisory committee.
P—Parent institution	**P**—Governing board	**P**—Parent institution.
P—Governing board	**J**—Parent institution, branch administration.	**P**—Governing board.
L—Local community	**P**—Parent institution	**S**—Coordinating committee.
0	0	1
1	3	0
8	5	8
4	3	4
0	2	0
0	0	0
13	**13**	**13**

Management Procedures

Budget Preparation

In Alaska, Connecticut, and Kentucky, the budget is prepared by the local director of the branch or center. The parent institution plans the budget in six States, and in three States the budget is developed jointly by the local administrator and the parent institution.

Planning of Site and Facilities

In one State, Wisconsin, the local community must furnish physical facilities and provide for their maintenance. The parent institution must develop plans for the location and facilities of the branch or center in eight States. This task is performed jointly in four States, Alabama, Arkansas, Indiana (Purdue University), and North Dakota.

Curriculum Development

Generally the curriculum is identical or similar to the one offered for the first two years of the parent institution. Five States reported that course offerings are determined by the parent institution. Courses of study are developed by the local director and his staff in three States and jointly by the local administration and parent institution in five States.

Registration of Curriculum

This is not necessary in the establishment of branches and centers since the lower division classes of the parent institutions are generally offered.

Opening of College

The parent institution determines the opening date of the college in eight States. The local director of the branch or center and the parent institution together decide when the college will begin classes in four States. In Wisconsin, the coordinating committee for higher education sets the opening date for the new college.

In summary, there is little local or State participation in the establishment of branch colleges. For the majority of the States, the parent institutions have authority to organize branch colleges and extension centers. There is an increasing number of coordination agencies in the States, some of which are so new that their plans for establishing branch colleges and centers have not yet been fully developed.

Some authorities list more than 110 branch campuses and extension centers of public 4-year colleges and universities. In this study, 2-year branches or centers were included only if they met the following criteria:

(1) It was possible to receive a complete 2-year program within 2 years.

(2) Upper division and graduate courses were not offered.

CHAPTER VII

Summary and Guidelines

THERE IS MUCH VARIATION in the nature and extent of direction provided by a State for the establishment of public 2-year colleges. Legislation in some States clearly defines the requirements which must be met, and State boards of education or other State educational agencies devise the order in which the procedures are carried out. A few States have recently enacted legislation directing educational agencies to formulate a plan for the establishment of these institutions. Among these States are New Hampshire, New Mexico, Ohio, Pennsylvania, and Tennessee. At present, in many States, a clear-cut, well-defined plan for establishing publicly supported 2-year colleges is lacking.

The procedural patterns vary not only among the States, but among the types of 2-year colleges as well. Accordingly, a brief review of the salient procedural patterns for each type of 2-year college is given below.

Table 8 illustrates the diverse procedures used by States to establish many types of public 2-year colleges.

Local Junior Colleges

The local junior colleges, representing the largest group of 2-year colleges, are generally planned, organized, and administered by local individuals or groups with a minimum of State participation. However, State board participation involves granting approval to establish a local junior college and providing assistance when necessary. Most of the States require that a survey be made to determine the need for a new 2-year college and the ability and willingness of the community to support it. In those States where no survey is required, criteria for establishment are set forth in State agency regulations. In planning the administrative and management functions of a junior college, State agency participation generally is limited to providing assistance and guidelines in the form of established statewide criteria. Most of the administrative and management procedures are handled by the board of trustees or other governing board of the new junior college and the chief administrative officer and staff.

State Junior Colleges

As might be expected, State 2-year colleges are planned, organized, and administered by one or more State-level agencies. There is, however, local participation either in the initial steps to create a State junior college or in such management procedures as providing buildings and other facilities. Some States encourage local participation by appointing a local citizens group to serve as advisor to the State governing board for each junior college.

Technical Institutes

With the exception of the municipal technical institutes in Wisconsin which operate much the same as local 2-year colleges in that State, the technical institutes are all developed and administered by a State agency. Little has been done in terms of planning for the orderly development of these institutions. One or two States are in process of developing procedures for organizing technical institutes and vocational-technical schools, but the majority of the States have not formulated plans for these institutions.

Branch Colleges and Extension Centers

The branch colleges and extension centers have generally been established by 4-year State-supported colleges and universities at their discretion. Responsibility rests with the parent institution. There seems to be a trend, however, in recent years to have some order in the establishment of the branches and to permit the branch colleges to better serve the communities in which they are located. Some States have passed laws allowing a local community to enter into agreement with a 4-year State-supported educational institution to establish a branch college in the community. Some local communities are contributing tax funds for the support of branches and extension centers. At least three States—New Mexico, Ohio, and Pennsylvania—have passed legislation recently to plan for any further development of branch colleges and extension centers. The procedures for the organization of these institutions under recent legislation are in the process of development.

Some States have such plans in operation: the community colleges of the University of Alaska and the University of Kentucky Community College System are examples.

Table 8.—Procedures used in establishing public 2-year

State	Institutions					Initiation	Survey	Presentation of survey	Action by approval agency			Redistricting
	Number	Local	State	State technical	Branch or extension center				Approval	Disapproval	Priority	
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama	3	...	...	...	X	Yes	Yes	Yes	Yes	No	No	No
Alaska	6	...	...	...	X	Yes	Yes	Yes	Yes	Yes	No	No
Arizona	2	X	...	...	...	Yes	Yes	No	Yes	(1)	No	Yes
Arkansas	1	...	...	...	X	Yes	Yes	Yes	Yes	Yes	Yes	No
California	71	X	...	...	...	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Colorado	6	X	...	...	...	Yes	Yes	Yes	Yes	Yes	No	Yes
Connecticut	2	X	...	...	...	Yes	Yes	Yes	Yes	Yes	No	Yes
	3	...	...	X	...	Yes	Yes	Yes	Yes	Yes	Yes	No
	4	...	...	...	X	Yes	No	No	Yes	Yes	No	No
Florida	28	X	...	...	...	Yes	Yes	Yes	Yes	Yes	Yes	No
Georgia	9	...	X	...	...	Yes	Yes	Yes	Yes	Yes	No	(1)
Hawaii	1	...	...	...	X	Yes	No	No	Yes	(1)	No	No
Idaho	2	X	...	...	...	Yes	Yes	No	Yes	Yes	Yes	Yes
Illinois	24	X	...	...	...	Yes	Yes	No	Yes	(1)	(1)	No
		X	...	...	...	Yes	Yes	Yes	Yes	Yes	No	No
Indiana	14	...	...	...	X	Yes	Yes	No	Yes	(1)	(1)	No
					X	Yes	No	No	Yes	(1)	No	No
Iowa	16	X	...	...	...	Yes	Yes	Yes	Yes	Yes	(1)	No
Kansas	14	X	...	...	...	Yes	No	No	Yes	Yes	(1)	No
Kentucky	5	...	...	...	X	Yes	No	No	Yes	(1)	No	No
Louisiana	1	...	...	...	X	Yes	Yes	No	Yes	Yes	No	No
Maryland	12	X	...	...	...	Yes	Yes	(1)	Yes	Yes	No	No
Massachusetts	8	...	X	...	...	Yes	Yes	Yes	Yes	Yes	Yes	No
Michigan	17	X	...	...	...	Yes	Yes	Yes	Yes	Yes	No	No
		X	...	...	...	Yes	Yes	Yes	Yes	Yes	No	Yes
Minnesota	11	...	X	...	...	Yes	Yes	No	Yes	Yes	Yes	No
Mississippi	17	X	...	...	...	Yes	Yes	No	Yes	Yes	(1)	Yes
Missouri	7	X	...	...	...	Yes	Yes	Yes	Yes	Yes	No	Yes
Montana	2	X	...	...	...	Yes	Yes	No	Yes	Yes	No	No
Nebraska	4	X	...	...	...	Yes	No	No	Yes	Yes	(1)	Yes
New Hampshire	2	X	...	...	...	Yes	No	No	No	(1)	(1)	(1)
New Jersey	1	X	...	...	...	Yes	Yes	Yes	Yes	Yes	(1)	Yes
New York	27	X	...	...	...	Yes	Yes	Yes	Yes	Yes	No	No
North Carolina	23	X	...	X	...	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Dakota	5	X	...	...	...	Yes	No	No	Yes	Yes	No	(1)
					X	Yes	Yes	Yes	Yes	(1)	(1)	No
					X							
Oklahoma	12	X	...	...	...	Yes	Yes	Yes	Yes	Yes	(1)	No
Oregon	10	X	...	...	...	Yes	Yes	No	Yes	Yes	No	No
Pennsylvania	21	X	...	...	...	Yes	Yes	Yes	Yes	Yes	(1)	Yes
Texas	31	X	...	...	...	Yes	Yes	Yes	Yes	Yes	No	Yes
Utah	3	...	X	...	...	Yes	Yes	Yes	Yes	Yes	Yes	No
Vermont	1	...	...	X	...	Yes	No	No	Yes	Yes	No	No
Virginia	9	...	...	...	X	Yes	Yes	Yes	Yes	Yes	(1)	No
Washington	13	X	...	...	...	Yes	Yes	Yes	Yes	(1)	Yes	No
West Virginia	4	...	...	...	X	Yes	Yes	Yes	Yes	Yes	No	No
Wisconsin	8	...	...	X	...	Yes	Yes	Yes	Yes	Yes	No	Yes
	8	...	...	...	X	Yes	Yes	Yes	Yes	(1)	Yes	No
Wyoming	5	X	...	...	...	Yes	Yes	No	Yes	Yes	Yes	Yes

[1] No formal procedure specified.

colleges, by type of institution, and by State: United States, Fall 1963

Passage of levy or bond issue	Appointment or election of college board	Appointment of chief administrator	Selection of faculty and staff	Application for degree-granting authority	Budget preparation	Planning of site and facilities	Curriculum development	Registration of curriculum	Opening of college	State
14	15	16	17	18	19	20	21	22	23	
No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Alabama.
No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Alaska.
Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Arizona.
Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Arkansas.
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	California.
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Colorado.
No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Connecticut.
Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	
No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Florida.
(1)	No	(1)	(1)	No	Yes	Yes	Yes	Yes	Yes	Georgia.
No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Hawaii.
Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Idaho.
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Illinois.
Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	
No	No	Yes	Yes	No	Yes	Yes	Yes	(1)	Yes	Indiana.
No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	
No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Iowa.
Yes	Yes	Yes	Yes	(1)	(1)	Yes	Yes	(1)	(1)	Kansas
No	No	Yes	Yes	No	Yes	Yes	Yes	(1)	Yes	Kentucky.
No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Louisiana
No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Maryland.
No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Massachusetts.
Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Michigan.
Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	
No	Yes	Yes	Yes	(1)	Yes	Yes	Yes	No	(1)	Minnesota.
Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Mississippi.
Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Missouri.
No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Montana.
(1)	No	Yes	Yes	(1)	(1)	Yes	Yes	No	(1)	Nebraska.
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	No	(1)	New Hampshire.
Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	New Jersey.
No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	New York.
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	North Carolina.
Yes	No	Yes	Yes	No	(1)	No	Yes	(1)	(1)	North Dakota.
Yes	No	Yes	Yes	No	Yes	Yes	Yes	(1)	Yes	
(1)	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Oklahoma.
Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Oregon.
Yes	Yes	Yes	(1)	No	Yes	Yes	Yes	(1)	(1)	Pennsylvania.
Yes	Yes	Yes	Yes	(1)	(1)	Yes	Yes	(1)	Yes	Texas.
No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Utah.
(1)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Vermont.
No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Virginia.
Yes	No	Yes	Yes	(1)	Yes	Yes	Yes	Yes	Yes	Washington.
No	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	West Virginia.
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Wisconsin.
No	No	Yes	Yes	No	(1)	Yes	Yes	No	Yes	
Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Wyoming.

As mentioned above, the procedures used to establish 2-year colleges vary among the States and for the different types of institutions. Whatever type of 2-year college is planned, however, it is imperative that the States devise some orderly plan for the development of these institutions.

Guidelines

For those States and agencies where there is a growing appreciation of the need for procedural steps in the development of 2-year colleges and for those States and agencies planning to clarify or amend their procedures, the following suggestions are offered as guidelines:

1. **In the orderly development of State 2-year college systems, enabling legislation, criteria for establishment, and procedures for establishment are the basic essentials.**
2. **The 15 sequential steps used in this study may not all be necessary in a particular State.**
3. **The procedures dealing with initiation, study and study approval, selection of board and chief administrator, program development and planning, site selection and budget preparation are items of special significance. The advisability of at least having these procedures developed by the approval agency is strongly recommended.**
4. **Where the responsibility for any step is to be shared, there should be a clear statement of the method by which this is to be accomplished. This will avoid the situation where no one assumes an essential responsibility or, where two or more individuals or agencies each claims sole responsibility.**
5. **Procedures for establishment should not be included in the enabling legislation, but should be part of the regulations. However, the law should indicate that the development of both the criteria and the procedure for establishment are included among the responsibilities of the approval agency named.**
6. **The procedures developed by the approval agency should be available in writing on request.**

PART II

STATE PROCEDURES TO ESTABLISH 2-YEAR COLLEGES

A statement of the actual procedures used to establish a publicly supported 2-year college is included for all the States and the District of Columbia.

ALABAMA

State 2-Year Colleges

There is one publicly supported junior college in Alabama. Legislation enacted in 1963 established the Alabama Trade School and Junior College Authority [1] to provide for the construction and equipment of junior colleges and trade schools in the State. The schools are to provide adequate instruction in arts and sciences and in useful skills and trades. The Authority may spend up to $1.5 million for each school and may sell and issue bonds not to exceed $15 million. The specific procedures to be used in establishing these institutions are being developed.

Branch Campuses and Extension Centers

Alabama State College operates a 2-year branch in Mobile. No formal procedures used to establish this branch have been published.

An education residence center is operated by Troy State College at the Army Aviation Center at Fort Rucker. Procedures used to establish this center follow.

Initiation	The education center was a natural outgrowth of off campus extension courses which the college had conducted at Fort Rucker for a number of years. The proposal for the center originated with the education authorities at the military base.
Study	Data were collected regarding the number of men on the base, the requirements of the military authorities, the educational requirements for officers in training, the available facilities on the post, and the facilities which the Government would agree to provide. Information was obtained about the contractual policies of the Federal Government, and the percentage of tuition it would underwrite. The standards of the Southern Association of Colleges and Schools were also examined, and a brochure was prepared incorporating those standards and other regulations and policies.
Action by Approval Agency.	*Approval.*—The executive committee of the college met with the president and recommended the establishment of the residence center. The president approved the plan.
Appointment of chief administrator.	The director of the center was recommended by the dean and appointed by the president.
Selection of faculty and staff.	The director selected instructors who were approved by the dean and the department heads. The president made the official appointments.

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[1] Membership includes the Governor, director of finance, and the State superintendent of education.

Budget preparation....	The budget was incorporated into the main college budget, but it did not lose its identity therein.
Planning of site and facilities.	Adequate military buildings have been converted to the purposes of the education center, and library facilities, science equipment, and related items have been provided by the Federal Government.
Curriculum development.	The curriculum was patterned after the oncampus curriculum, and course sequences were so arranged that students may meet the requirements of the first 2 years.
Registration of curriculum.	The curriculum was identical with that of the oncampus curriculum, except that it was limited by the actual demand on the base.
Opening of college.....	The calendar of the education center was identical with that of the oncampus program at the college in Troy. Four regular quarters of work were offered.

ALASKA

In Alaska there are six community colleges of the University of Alaska located at Anchorage, Juneau-Douglas, Ketchikan, Palmer, Sitka, and Kenai. These six institutions were organized under the general enabling legislation for such institutions in the State.

Initiation............	The local school board makes application to the University of Alaska.
Study................	The local school district presents a case justifying the need in terms of regulations established by law of 1953 as amended in 1962. Following the study by the local school district, the dean of statewide services makes an additional study for the university.
Presentation of survey..	Findings are submitted to the University of Alaska board of regents.
Action by Approval Agency.	In regular session, the board of regents approves or disapproves the proposal.
Appointment of chief administrator.	The University of Alaska with approval of the school board, appoints a local director.
Selection of faculty and staff.	The administrative staff is selected by the director. Instructors are selected by the director with approval of the University of Alaska subject matter department heads, college dean, and academic vice president.
Budget preparation....	The budget is developed by the director of the community college and submitted to the university administration and board of regents. It is made a part of the University of Alaska budget.
Planning of site and facilities.	Planning the campus is a responsibility of the board of regents of the University of Alaska.

Curriculum development.	University of Alaska lower-division courses are offered.
Opening of college	The college opens July 1 after approval is granted.

ARIZONA

There are two publicly supported 2-year colleges in Arizona. Both are operated by local districts under the supervision of the State board of directors for junior colleges, a recently created statewide board. Plans are being made for additional public 2-year colleges in other parts of the State.

Initiation	Responsibility rests with the proposed district which may consist of a single county or 2 or more contiguous counties. To form a junior college district, not less than 10 percent of the qualified electors in the proposed district petition the county superintendent to establish a district. The superintendent transmits the petition to the State board.[1]
Study	The State board conducts a survey. Criteria include $60 million minimal tax valuation and potential enrollment of 320 full-time equivalent students.
Action by Approval Agency.	*Approval.*—After receiving approval of the election petition from the State board, the county superintendent transmits notification of approval for formation of the proposed district to the board of supervisors who submit the question to the qualified electors of the county at the next general election or at a special election called for that purpose. If a majority of the votes cast are in favor of forming the district, the State board prepares a plan for presentation to the legislature containing documentation of legal steps taken, affidavit of election results, description of educational survey findings, calendar of events for creation of campus and program, and a request for State funds to assist in development of physical facilities. *Disapproval.*—The law ignores such an eventuality.
Redistricting	An existing junior college belonging to a district can join the State junior college program. Upon majority consent of the members of the existing college board and the State junior college board to integrate the college, the college board calls an election at which the qualified electors, at the next trustees election or at a special election, vote to determine whether or not the junior college district should be permitted to become part of the State junior college system. If a majority of those voting approve of the integration, the State board in cooperation with the college board prepares a plan for presentation to the legislature, with provision for removing that part of the outstanding bonded indebtedness in-

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[1] State board refers to the State board of directors for junior colleges.

	curred by the district. (In actual practice, the old district in one instance retained its indebtedness; in another the high school district originally bonded for the indebtedness retained the remaining indebtedness, thus permitting the college to go to a new district debt-free.)
Passage of levy or bond issue.	When a district is approved by the qualified electors, it is authorized to prepare budgets and request the supervisors to support the program from special funds or by a tax levied against the district. The real property taxpayers must approve request for capital funds raised by the sale of general obligation bonds. The State board is authorized to issue revenue bonds for construction of dormitories, student activity buildings, and dining halls with the revenues from student activities pledged to service the indebtedness.
Appointment or election of college board.	Within 30 days of the organizational vote, the county superintendent appoints five board members, one from each precinct established within the district by the State board. These members serve until the first trustee election, held the first Tuesday in October. The board members serve for a period of 5 years. The first election after the initial election is held in the precinct casting the smallest number of votes, the second election in the precinct where the second lowest number was cast until the cycle is established of each member serving for 5 years and one precinct voting each year.
Appointment of chief administrator.	The district board selects the president.
Selection of faculty and staff.	On the recommendation of the president, the district board appoints and employs the necessary staff to operate the college.
Budget preparation....	The district board prepares the budget and transmits it to the board of supervisors. A copy is filed with the State board.
Planning of site and facilities.	The State board holds or leases property for the use of the junior colleges. The State and county boards plan cooperatively the campus and buildings. The State board selects the campus site.
Curriculum development.	The district board enforces the courses of study and the use of textbooks as prescribed and adopted by the State board.
Opening of college.....	The approximate opening date is determined by the State board and is included in its plan to the legislature. The exact date is set by the district board.

ARKANSAS

Branch College

There is one public 2-year college in Arkansas, a branch of the Arkansas State College, located at Beebe. *The School Laws of Arkansas*, published by the State department of education in Little Rock, contains material related to the chartering of institutions of higher learning and junior college standards. The following procedures pertain to the establishment of the Beebe Branch of Arkansas State College:

Initiation	In 1927, Act 132 of the 46th General Assembly of Arkansas created the Junior Agricultural School to be located within 50 miles of the geographical center of the State. Beebe was later chosen as the site for this institution. In 1931, Act 68 of the 48th General Assembly of Arkansas provided, "That the Junior Agricultural School located at Beebe, Arkansas, is hereby authorized to change its name from 'Junior Agricultural School' to 'Junior Agricultural College,' and to add such subjects to its curriculum as may be necessary to comply with the requirements for a junior college." In 1955, Act 84 of the 60th General Assembly of Arkansas abolished the Junior Agricultural College at Beebe as a separate institution and made it a part of Arkansas State College to be known as "Arkansas State College, Beebe Branch."
Study	The board of trustees of the Junior Agricultural College studied their situation and asked to become a branch of Arkansas State College. Since both institutions were State-supported, the legislative council studied this request and recommended its approval by the general assembly. This led to the passage of Act 84 of 1955 (see above).
Presentation of survey	The request for the initiation or any change in status of a State-supported institution required action by the general assembly and was justified to the proper legislative groups.
Action by Approval Agency.	Approval, disapproval, and priority were determined by legislative action.
Passage of levy or bond issue.	The State provided 80 percent of current operating funds and tuition and local income provided 20 percent. The legislature made biennial appropriations (line item) to the branch for current support. The State provided some funds for capital outlay. The Board of Trustees of Arkansas State College was authorized to issue revenue bonds for capital outlay purposes.
Appointment of chief administrator.	Local administrator (dean) was appointed by the Arkansas State College Board of Trustees upon the recommendation of the president of Arkansas State College.
Selection of faculty and staff.	Instructors and staff members were recommended by the branch campus dean to the president who made recommendations to the board.
Budget preparation	The operating budget was prepared by the branch campus dean with the assistance of the vice president for finance of Arkansas State College and submitted for approval by the president and board.
Planning of site and facilities.	This was a cooperative endeavor by the dean and staff of the branch campus and the central administrative staff.

Curriculum development.	The branch campus dean and his staff worked closely with the vice president for instruction and staff of Arkansas State College in matters of curriculum revision. The curriculum of the branch campus was closely coordinated with the lower division basic-education program on the main campus.
Opening of college	The opening date was determined by the administration of Arkansas State College upon recommendation of the local administrator.

CALIFORNIA

Local Junior Colleges

The 71 public junior colleges in California were organized under general enabling legislation and operate under the State board of education. The majority of these are operated in junior college districts. A number are located in unified districts and in high school districts.

Recent legislation provides that the junior colleges may be organized only with the approval of the State board of education, and established only in an independent junior college district.

Initiation	The "county committee on school district organization," and the governing board(s) of any high school district, or of any 2 or more contiguous high school districts, or of an existing junior college district and of 1 or more contiguous high school districts present a petition to the State board of education, in the form prescribed by the superintendent of public instruction, requesting permission to call an election for the formation of a junior college district. The petition may include a proposal to form trustee areas in the proposed junior college district and States whether 5 or 7 members will constitute the governing board of the district, if formed.
Study	The State superintendent of public instruction conducts a survey. There must be evidence of community interest based on the following: willingness to vote for the formation of the district and to support the district, enrollment potential of 1,000 students within 2 years, assessed valuation of $150 million, financial ability to support a junior college, and curricula which include a program to meet the needs of students in the district.
Presentation of survey	The State superintendent reports the findings and recommendations, if any, to the State board of education.
Action by Approval Agency.	*Approval.*—The State board of education submits a copy of the petition to the coordinating council for higher education. The council, which serves only in an advisory capacity, prepares and transmits a report (including recommendations, if any) to the State board. The State board approves or rejects. If the State board approves the petition, the county superin-

tendent of schools arranges for the election and reports the results. The proposed junior college district becomes effective if a majority of the votes cast are favorable. The county superintendent calls for an election of a board of trustees.

Disapproval.—If the voters disapprove, the county superintendent of schools may arrange for another election after a period of not less than 90 days.

Priority.—No priorities are assigned except that the State board of education may specify the order if proposals for a countywide district and a smaller district within the same county are received simultaneously.

Redistricting..........	An independent junior college district may be formed which is coterminous with the boundaries of one high school district or of one unified district, to include 2 or more contiguous junior college districts, to include all or part of 1 or more existing junior college districts, or to annex any high school or unified district maintaining junior colleges to a contiguous junior college district. It is the policy of the legislature to have every high school district eventually included in a junior college district.
Passage of levy or bond issue.	Any tax rate in excess of 35 cents per $100 of assessed valuation must be approved by a ⅔ majority of all votes cast at a special election. The governing board of any school district maintaining a junior college may issue revenue bonds under provisions of the Junior College Revenue Bond Act of 1961.
Appointment or election of college board.	The county superintendent calls for an election of a governing board. In every junior college district a governing board of 5 or 7 members is elected at large from the district. The governing board of a unified district which maintains a junior college constitutes the governing board of the junior college district *except:* if any territory is included within the boundaries of a district by annexation, the junior college district is governed by a separate board of 5 members elected in the same manner as members of the governing board of other junior college districts. In any junior college district coterminous with a single high school district, the governing board of the high school district constitutes the junior college board. In a junior college district divided into 5 or 7 wards, 1 member of the board is elected from each ward by the registered voters of the ward. When trustee areas are provided, the junior college district is composed of 5 or 7 members elected either at large or separately by the electors in each trustee area, depending on the procedures included in the election which formed the district.
Appointment of chief administrator.	The board of trustees of a new junior college district appoints a superintendent and a president.
Selection of faculty and staff.	All employees in the district are appointed by the governing board of the district.

Application for degree-granting authority.	Authority for the governing boards of each district to grant an associate in arts (or science) degree is given by the State board of education.
Budget preparation	The governing board of each district must prepare a preliminary budget each year. After this is reviewed by the county superintendent of schools, the budget is returned to the district for public hearings and final adoption.
Planning of site and facilities.	Plans for the selection and development of site and facilities are submitted to the State department of education for approval.
Curriculum development.	The governing board of the junior college district prepares a course of study for each junior college. The course of study must be approved by the State board of education.
Registration of curriculum.	This function is performed by the governing board.
Opening of college	The school calendar is prepared by the governing board.

COLORADO

Local Junior Colleges

There are six public 2-year colleges in Colorado including the Rangely branch of Mesa Junior College. These colleges operate under the general enabling acts of the State. All are controlled by district governments. In four institutions the controlling district is the county in which the college is located. Mesa Junior College district is made up of Mesa County and a contiguous school district in each of two countries; Garfield and Rio Blanco.

Initiation	The local community has this responsibility. Initiation is done by a petition of 500 qualified electors residing in the area of the proposed district.
Study	The proposed junior college district conducts a survey in collaboration with the State department of education. The survey must show evidence of community interest, a 12th grade of 400 students as determined by the last school census, and an assessed valuation of $60 million at the time of organization.
Presentation of survey	The local committee presents a feasibility study and a proposal for approval to the State board of education.
Action by Approval Agency.	After review of the feasibility study the State board of education may, by a resolution, approve or disapprove the establishment of the junior college district.
Redistricting	A junior college district consists of complete public school districts which may be all in 1 county or may be in 2 or more counties. There may be a system of director districts if the junior college district consists of more than 1 entire county. A junior college district may be composed of more than 1 public school district.

Passage of levy or bond issue.	The junior college district is responsible for tax levies and bond issues. In 1961–62, the State provided 41.8 percent of the current operating funds, tuition supplied 14.4 percent, the local district provided 43.7 percent, and Federal funds provided 0.1 percent. The State makes no provision for capital outlay funds.
Appointment or election of college board.	The first committee members of any newly organized junior college district are elected by the qualified electors of the district, *except* a district which is coterminous with a first-class public school district and in which the electors elect to have the board of directors of the school district serve as the committee of the junior college district. A junior college committee may elect to have the committee members elected by a majority vote of all of the directors of the respective school districts within the junior college district.
Appointment of chief administrator.	The chief administrator is selected by the junior college committee.
Selection of faculty and staff.	The chief administrator and junior college committee employ the necessary staff members and instructors.
Application for degree-granting authority.	This is a responsibility of the junior college staff. The State department of education provides assistance.
Budget preparation....	30 days prior to the beginning of a fiscal year a budget is prepared and submitted to the governing body. The proposed budget is accompanied by a statement which describes the important features of the budget plan. The Public School Foundation Act provided $371 per full-time-equivalent student during the 1963–64 school year.
Planning of site and facilities.	School boards of public school districts and committees of junior college districts may maintain capital reserve building funds to pay all or part of the cost of planned future building programs. Enabling legislation allows tax funds, gifts, donations, tuition, and unexpended balances to be credited to such reserve funds. If and when authorized by law to construct new buildings, the committees of junior college districts may use any part or all of such fund for such purpose.
Curriculum development.	Educational institutions may provide a course of study not to exceed 2 years of training in arts, sciences, and humanities beyond 12th grade of the public high school curriculum or vocational education. The junior college administrator determines the curriculum and its implementation.
Opening of college.....	There are no legal provisions for opening a new college. The traditional opening of the school is in the fall.

CONNECTICUT

The State has two public community junior colleges, three technical institutes, and four 2-year branches of the University of Connecticut. Procedures used to establish each of these types of institutions are shown below.

Local 2-Year Colleges

Two public community junior colleges in Connecticut at Manchester and at Norwalk are operating under provisions of Public Act 583 (1961). This act states, among other things, that "all such post-secondary schools shall meet the requirements of the State board of education for accreditation in accordance with the provisions of Section 10–6 of the General Statutes."

Initiation	Responsibility rests with the citizens of 1 or more towns to secure full pertinent information from the State department of education, to inform the commissioner of education of intent, and to gain approval on referendum by a majority of the electors voting thereon.
Study	No study is required, but it is unlikely that the State board of education would approve an institution unless it gave promise of meeting a clear need. In each of the 2 colleges thus far approved, a survey was made of the detailed interests of local and neighboring high school students in such a college.
Presentation of survey	There is no requirement, but it would be made to the committee evaluating the plans for the institution prior to making the required recommendation to the State board of education.
Action by Approval Agency.	The plans for the institution and its actual operation must be evaluated by a committee appointed jointly by the State department of education and the Connecticut council on higher education (a council composed of all accredited higher education institutions in the State). The evaluation report with a recommendation to the State board of education must be reviewed and, if desired, revised by a standing committee on accreditation of the Connecticut council on higher education before the report is sent to the State board of education. *Approval.*—The report (original or revised) is approved or disapproved by the State board of education. Approval is for 2 years only and contingent upon a satisfactory progress report and reevaluations. *Disapproval.*—The State board of education may either disapprove upon recommendation or without recommendation at any time, either before establishment or later.
Redistricting	1 or more towns may terminate their support and maintenance of a joint college after 2 years notice.
Passage of levy or bond issue.	A tax levy must be approved by the board of finance in any town if there is such a board. The bond issue requires ap-

	proval only by the voters of a town or towns, and may be for capital expenditures only.
Appointment or election of college board.	The board(s) of education serves as the governing board(s). However, in order to assure that the college is not neglected amid other responsibilities of the board or boards, a citizen's advisory council for the community college must be appointed. This council of leading citizens makes recommendations on policies and budget.
Appointment of chief administrator.	The superintendent of schools is president ex officio. A chief executive officer responsible to the superintendent and the board must be appointed for the college. He must be present at board meetings where the college is discussed.
Selection of faculty and staff.	In most colleges, the chief executive officer makes the selection with approval by the board.
Application for degree-granting authority.	Application must be made to the State board of education for approval prior to beginning operation and at each periodic evaluation thereafter.
Budget preparation....	The chief executive officer, with the assistance of the advisory council, prepares the budget and submits it to the board for approval.
Planning of site and facilities.	The chief executive officer, with the assistance of the advisory council, selects the site and facilities, subject to the approval of the board.
Curriculum development.	Appropriate faculty members are consulted before action on details is taken. The responsible administrators and board make final decisions and determine final degree requirements.
Opening of college.....	The opening date is determined by the board after State board of education approval.

Technical Institutes

The State maintains three publicly supported technical institutes located at Hartford, Norwalk, and Norwich. A fourth one will be located at Waterbury. These are organized under regulations of the State Department of Education.

Initiation............	The division of vocational education initiates the request through the commissioner of education to the State board of education.
Study................	The division of vocational education prepares a study of the need for a technical institute. Factors to be considered include present and potential student population, the present and future needs of industry, determination of types of technologies to be offered, and the number of private colleges in area offering similar training.
Presentation of survey..	Findings of the study are presented to the State board of education through the commissioner of education by the director, division of vocational education.

Action by Approval Agency.	Approval and disapproval are determined by vote of the State board of education based upon study and justification. *Priority.*—Priority is determined by the Division of Vocational Education based upon total needs of the division for new educational facilities. Recommendations are submitted through the commissioner of education to the State board for approval.
Passage of levy or bond issue.	Bond issue for construction of a new institution must be passed by the State legislature. The State provides 100 percent of capital outlay funds and 100 percent of current operating expenses, except for a registration fee of $100 per student.
Appointment of chief administrator.	The division of vocational education recommends the appointment. State board of education approves.
Selection of faculty and staff.	The division of vocational education recommends the appointment. State board approval is necessary.
Application for degree-granting authority.	Application is made to the State board of education in accordance with Section 10–6 of the Connecticut General Statutes. State board of education through the bureau of higher and adult education conducts an evaluation and approves accreditation.
Budget preparation....	Each institute prepares a budget which is submitted for review first to the division of vocational education and then to the State board of education for approval. The State board submits it to the General Assembly for passage.
Planning of site and facilities.	The site and facilities are determined by the division of vocational education and approved by the State board. Local citizens and consulting committees assist in the determination.
Curriculum development.	The chief administrators of each institute with the assistance of the staff and curriculum committees develop the curricula. Local citizens committees assist also in curriculum development.
Registration of curriculum.	The bureau of technical institutes of the division of vocational education approves all curriculum development and is responsible for all of its registration.
Opening of college.....	The opening date is decided by the bureau of technical institutes and approved by the State board of education through the commissioner of education.

2-Year Branches

The four branches of the University of Connecticut operate under the governing board of the university. Procedures used to establish a new branch of the university are shown below.

Initiation.............	A request is made to the board of trustees of the University of Connecticut by the alumni of the university and others interested in establishing a branch in a specified locality. The general assembly may also encourage the establishment of an additional branch.

Study	No formal study of need is mandatory. However, the University of Connecticut requires assurances of the community's interest, that there will be an adequate potential enrollment to make the branch economically feasible, and that the local community is willing and able to contribute financially to the project.
Presentation of survey	Either a formal or informal request is made to the university to provide specified courses.
Action by Approval Agency.	*Approval.*—The president and the board of trustees of the university may approve the branch campus. The university provides the courses using faculty members who are approved and who are residents of the area to be served by the branch location.
	Disapproval.—After appropriate study, the president and the board of trustees may disapprove the establishment of a new branch of the university.
Appointment of chief administrator.	The director of the branch is appointed by the board of trustees of the university.
Selection of faculty and staff.	The administrative staff is appointed and the professional teaching staff is hired by the president and trustees of the university.
Budget preparation	The budget is prepared by the university. Budget requests originate with the branch director and are approved by the fiscal vice president.
Planning of site and facilities.	The president and trustees of the university select the facilities.
Curriculum development.	The local director and his staff determine curriculum needs and make recommendations to the president and trustees of the university.
Opening of college	The opening date is determined by the president and trustees of the university.

DELAWARE

There are no public junior or community colleges in Delaware and no procedures in the laws for establishing such institutions. There are no official published regulations pertaining to 2-year colleges in the State.

DISTRICT OF COLUMBIA

There are no publicly supported 2-year colleges in the District of Columbia. The President's Committee on Public Higher Education in the District of Columbia, in its June 1964 report to the President, recommended among other things the creation of a publicly supported comprehensive community or junior college in the District of Columbia to offer technical and vocational training and general education.

FLORIDA

Local Junior Colleges

The 28 publicly supported 2-year colleges in Florida are operated by county boards of education under the supervision of the State junior college board, State board of education. The enabling legislation provides that junior colleges may be organized only with the approval of the State board of education.

Initiation	Responsibility rests with the local board of public instruction. A county board of public instruction, or 2 or more counties by joint or concurrent resolutions request the State junior college advisory board to authorize a survey in their area. These county requests follow a pattern established by the long-range plan adopted by the State board of education in 1957 which divided the State into potential junior college areas. The county superintendent and county boards discuss their interest with the director of the division of community junior colleges in the State department of education before taking action.
Study	The local board appoints a citizens advisory committee to supervise the study and to make recommendations to the board of public instruction. The board then provides a professional member of the county staff to collect and coordinate data for the study and to prepare the report. The division of community junior colleges is available to work with the county board in a consultative capacity during this phase of development.
Presentation of survey	The county board and the county superintendent present their findings in the form of a brief to the State junior college advisory board. At this time the county board must also pass a resolution guaranteeing the required local effort and a site for the college.
Action	*Approval.*—Upon examining the brief, the junior college advisory board may make favorable action by recommending a Priority I rating for the area making application and designating the county in which the college is to be located if more than 1 county is involved in the survey. This recommendation for Priority I is passed on to the State board which is then requested to approve and to award Priority I status. Upon achieving this status, the junior college area (1 county or more) prepares a request to the subsequent legislature for funds to begin operation of the junior college. Upon receipt of approval from the legislature and the appropriation of funds, the State board requests the local board to provide a resolution indicating readiness to start a junior college and a guarantee to pay the required local effort. The State board then approves the beginning of the college.

	Disapproval.—The State junior college advisory board may decide that the county has not presented a good case and will not recommend that it be awarded Priority I. In this instance, Priority II–A usually is given. The county retains this rating until additional evidence for moving it into Priority I is provided.
	Priority.—The priority is determined by the State board of education upon recommendation of the State junior college advisory board.
Appointment or election of college board.	The board of public instruction of the county in which the junior college is located acts as the control board for the junior college. This board is assisted by an advisory committee which consists of members nominated by the local board and appointed by the State board. The advisory committee has 5 members when only 1 county is involved, and 9 members when more than 1 county is involved. The committee members serve for 3-year overlapping terms and are eligible for reappointment.
Appointment of chief administrator.	The junior college president is nominated by the advisory committee in concurrence with the superintendent. He is appointed by the local board subject to the approval of the State board.
Selection of faculty and staff.	The local board appoints the other faculty members upon nomination by the president of the college under policies recommended by the local advisory committee.
Budget preparation....	The budget is prepared by the president and his staff, approved by the junior college advisory committee, and presented to the local board for approval. The budget is submitted for approval to the division of community junior colleges acting for the State superintendent.
Planning of site and facilities.	The site must be one approved by a committee representing the State superintendent and the State board. Facilities are authorized by a survey done under the supervision of the division of community junior colleges and approved by the State board of education.
Curriculum development.	The chief administrator of the college, with the assistance of his staff, is responsible for developing curriculum, subject to the approval of the local advisory committee and the local board. General regulations governing standards and level of courses which may be offered in the junior colleges are under the responsibility of the State board as recommended by the State junior college advisory board.
Opening of college.....	The local board determines the opening date of the college.

GEORGIA

Nine publicly supported 2-year colleges are operating in Georgia: seven State junior colleges, one technical institute, and one military institution.

State 2-Year Colleges

The seven State junior colleges in Georgia operate under the control and coordination of the Regents of the University System of Georgia. The Junior College Act of 1958 provided for the organization of public junior colleges in Georgia. It stipulated that "no junior college established or operated under the terms of this Act shall be a unit of the University System of Georgia." Procedures for the establishment of junior colleges under the provisions of the act are shown below.

Initiation	The initiation procedures include a request to the board of regents by any one or a combination of the following: Local operating authority, which may be a city, county, county school system, independent school system, school system established prior to 1877, or other political subdivision having power to tax.
Study	The staff of the board of regents conducts a survey which must show clear evidence of (a) community interest, (b) no adverse effect on any other public or private institution of higher education, (c) adequate bonding or taxing ability to support the college, and (d) a potential enrollment of 200 full-time equivalent daytime students at the beginning of the first year, 300 at beginning of second year, and 350 at beginning of third year. (High schools within a 30-mile radius must have had an average of 800 white graduates and an average daily attendance of 3,500 white students in grades 9–12 for 2 years prior to date of application.)
Presentation of survey	Findings of the survey are presented by the staff to the board of regents.
Action by Approval Agency.	The board of regents has complete authority to approve or disapprove, and to prescribe minimum standards for the establishment of junior colleges.
Budget preparation	The budget is prepared by the president of each institution and approved by the chancellor and board of regents.
Planning of site and facilities.	The political subdivision establishing the college must furnish a complete school plant including site, buildings, grounds, and equipment which will house the projected enrollment for the 4th year of operation, but for not less than 400 full-time equivalent students.
Curriculum development.	The course of study must be of junior college grade, and may include both degree-credit and terminal programs of 1 and 2 years.
Registration of curriculum.	All curricular offerings are to be specifically approved or discontinued by action of the regents.
Opening of college	The board of regents of the University System of Georgia approves the opening date of the college on the recommendation of the president.

Technical Institute

Southern Technical Institute operates as a branch of Georgia Institute of Technology. No official procedures used to establish this institution are published.

Other 2-Year College

Georgia Military College operates under local control and is not a part of the University System of Georgia. There is no official published information on its establishment.

HAWAII

There are no public junior colleges in Hawaii. No official regulations have been published and no legislation has been enacted affecting such institutions in the State. The University of Hawaii operates a 2-year branch at Hilo. The following procedures were used in establishing this branch.

Initiation	A formal request was made to the board of regents of the University of Hawaii to establish a branch at Hilo by alumni of the university and others interested.
Study	No formal study of need was conducted. The University of Hawaii received assurances of the community's interest and that a sufficient number of students would enroll in order to make the project economically feasible.
Presentation of survey	A formal request was made to the University of Hawaii to provide specific extension courses.
Action by Approval Agency.	*Approval.*—Recommendation was made by the university administration to the board of regents; legislature provides funds through the university budget.
Appointment of chief administrator.	The University of Hawaii appointed the local administrator.
Selection of faculty and staff.	The chief administrator of the branch selected his own administrative staff and instructors in consultation with the University of Hawaii departments concerned.
Budget preparation	The budget of the branch, like that of any other college of the University of Hawaii, was prepared under the direction of the vice president for business affairs.
Planning of site and facilities.	The University of Hawaii planned site and facilities. Proposals were sent to the vice president for business affairs ($18,000 was appropriated in 1963 for campus planning).
Curriculum development.	The curriculum was prepared by the University of Hawaii, and generally follows the university pattern.
Opening of college	The college opening coincided with that of the University of Hawaii.

IDAHO

Local Junior College

There are two public junior colleges in Idaho organized in compliance with enabling legislation. A junior college district in which a junior college may be established consists of 1 or more school districts or 1 or more counties having an aggregate enrollment of not less than 800 students in grades 9 through 12 during the school year preceding the organization of such district.

Initiation	A petition in the prescribed form signed by at least 300 school district electors residing in the proposed junior college district is sent to the clerk of the board of county commissioners of the county in which the district is to be located. The petition is filed and a copy sent to the State board of education for its recommendation.
Study	No formal study is required. An informal inquiry is made by the State board of education into the existing opportunities for a higher education, the number of prospective students for a junior college, and the financial ability of the district to maintain such an institution.
Action by Approval Agency.	*Approval.*—The State board gives notification of its approval to the board of county commissioners within 30 days of receiving the petition and recommends that an election be held. The board of county commissioners orders a special election, and if ⅔ of the votes are affirmative, declares the junior college district established. A copy of the declaration is filed with the State board. *Disapproval.*—The State board may reject petitions or may suggest revisions or amendments which would make the proposal satisfactory to the board. *Priority.*—The State board of education determines the priorities.
Redistricting	Any territory may become a part of an existing junior college district provided a petition signed by 100 school district electors or by 20 percent of the school district electors residing within the proposed territory, whichever is the lesser, is filed with the board of trustees of the junior college district. The petition is presented to the board of county commissioners who, having verified the signatures, must call a special election within the territory described in the petition.
Passage of levy or bond issue.	The board of trustees is permitted to levy a tax on the taxable property in the junior college district of not more than 80 cents on each hundred dollars of assessed valuation. It may also issue general obligation bonds in an amount not to exceed 5 percent of the assessed value of the taxable property in the district.
Appointment or election of college board.	The board of trustees of the junior college district consists of 5 school electors residing in the district who are elected for 6-year terms. Until the first election is held, 5 school electors

	appointed by the State board of education serve. At the first election, 5 trustees receiving the largest number of votes are elected; 2 for 2-year terms, 2 for 4-year terms, and 1 for the full 6-year term. Subsequent elections to fill the vacancies as they arise are held in even-numbered years.
Appointment of chief administrator.	The board of trustees selects the president of the junior college.
Selection of faculty and staff.	Acting on the recommendations of the president, the board of trustees appoints the administrators, faculty, and other personnel.
Application for degree-granting authority.	There is no provision in the statute whereby a junior college may become a degree-granting institution.
Budget preparation	A tentative budget is included in the petition to establish a junior college.
Planning of site and facilities.	Tentative plans for facilities are indicated in the petition to establish.
Curriculum development.	The State law provides that the State board shall approve the curriculum and that the "course given and instruction therein shall be of such standard" as to coordinate the work of junior colleges with that of the State university.
Registration of curriculum.	Approval of the curriculum by the State board, which is also the board of regents for the University of Idaho, constitutes registration.
Opening of college	The opening date is indicated in the petition for establishment and determined by the board of trustees for the junior college district.

ILLINOIS

Local Junior College

Illinois has 24 public junior colleges, including the 7 campuses of the Chicago City Junior College, which are operated by cities, townships, or districts under the supervision of the Department of Public Instruction. The enabling legislation provides that the junior colleges may be organized only with the approval of the superintendent of public instruction. The colleges may be organized by a new junior college district or within an existing school district.

Junior College District

Initiation	An interested group first contacts the superintendent of public instruction. The community may form a junior college committee. Although the local community is responsible for initiation, the staff resources of the superintendent of public instruction are always available. Throughout the organizational period, the superintendent insures maximum coordination with the State office and local groups. A petition by 500

	voters in an area having 30,000 population and $75 million assessed valuation is presented to the superintendent of the county with the largest population.
Study	The State superintendent, in cooperation with the county superintendent, requires a survey. Factors to be considered include present and potential student population, interest of parents, desires of students, personnel needs of local industry and business, and financial ability of district to support a community college. Standards for each are determined by statewide criteria.
Presentation of survey	The county superintendent transmits notice of the petition to the State superintendent, with a copy of the survey findings.
Action by Approval Agency.	*Approval.*—The State superintendent acts on the petition or resolution. Notice is sent in a "Report of the Superintendent" to agency which has transmitted petition or resolution. If approved, the county superintendent holds hearings, publishes report, and calls an election. A majority of voters casting ballots in incorporated and unincorporated areas constitutes approval to establish the junior college. *Disapproval.*—If disapproved, no election is held.
Redistricting	Any compact and contiguous territory not a part of a junior college school district may be annexed to a junior college district.
Passage of levy or bond issue.	Tax rates are usually set in the referendum to establish the district. The board of education of the junior college district may levy a tax not to exceed 0.50 percent upon the assessed value for educational purposes and 0.10 percent for buildings and grounds. The board may issue bonds not to exceed 5 percent of equalized assessed valuation, only subsequent to a successful, separate, bond issue referendum.
Appointment or election of college board.	A 7-member board of education is elected from the new district within 30 days following successful referendum to establish.
Appointment of chief administrator.	The president is selected by the board.
Selection of faculty and staff.	The faculty and staff are employed by the president and board.
Application for degree-granting authority.	The board makes application to the office of the State superintendent to grant associate degrees, or any diploma or certificate.
Budget preparation	The local board and chief administrator have complete authority for preparing budgets.
Planning of site and facilities.	The board and president are responsible for the planning. Minimum requirements for safety and fire protection are set by the State superintendent.
Curriculum development.	The chief administrator of the college with the assistance of the staff and such curriculum committees as he chooses has the

	responsibility for developing the curriculum of the college as related to needs identified in the survey.
Registration of curriculum.	In the first year of operation after approving the curriculum developed by the administration and staff, the local board sends a description of proposed curriculum and request for approval to the superintendent. The request is accompanied by information and application for recognition by the State superintendent.
Opening of college.....	The opening date for the beginning of classes is decided by the board on the recommendation of the administration.

Existing School District

Initiation............	The board of education of any district having a population of 30,000 and an assessed valuation of $75 million may pass a resolution proposing the establishment, management, and maintenance of a junior college, as part of the public common school system. The secretary of the board transmits a copy of the resolution and a petition, if one is filed, to the superintendent of public instruction.
Study................	See junior college district procedures described above.
Presentation of survey..	Secretary of the board transmits a copy of the resolution with a copy of the survey findings to the superintendent.
Action by Approval Agency.	See junior college district procedures described above. *Approval.*—If approved by the superintendent of public instruction, the board holds hearings and calls an election. A majority of favorable votes is necessary. *Disapproval.*—If disapproved, no election is held.
Passage of levy or bond issue.	A majority of voters must approve the tax rate at the time of referendum to establish. Tax levies may not exceed 0.175 percent of assessed value for junior college educational purposes and 0.075 percent for buildings and grounds. Separate referendum may be held to issue bonds.
Appointment of chief administrator.	Superintendent of existing district and the board select a dean.
Selection of faculty and staff.	Instructors and administrators are selected by the superintendent, the dean, and the board of education.
Application for degree-granting authority.	The same procedures apply for a junior college district.
Planning of site and facilities.	The board and superintendent have authority for planning minimum requirements the same as those for a junior college district.
Curriculum development.	The same procedures apply as for a junior college district.

Registration of curriculum.	The same procedures apply as for a junior college district.
Opening of college	The same procedures apply as for a junior college district.

INDIANA

There are 13 public 2-year programs in Indiana including: 7 regional campuses of Indiana University; 4 extension centers of Purdue University; and Vincennes University; a 2-year college under both public and private control receiving some public support. Under enabling legislation passed by the 1963 Indiana General Assembly, procedures are outlined for establishing 2-year community colleges in Indiana. The procedures used to organize the regional campuses of Indiana University follow.

Branch Campuses and Extension Centers of Indiana University

Initiation	Interest is demonstrated by alumni and other citizens in the local community.
Study	A formal study of community needs is developed. Indiana University requires assurances (1) of the genuineness of the community's interest, (2) that a sufficient number of students will enroll to make the project economically feasible, and (3) that no adequate alternative educational opportunities of a similar or equal nature are available to the community.
Presentation of survey	The survey is prepared and conducted by Indiana University personnel in consultation with other public and private institutions having an interest in the educational programs of the community.
Action by Approval Agency.	*Approval.*—The regional campuses provide full- and part-time faculty. Some are or become residents of the locality and are approved through customary procedures by Indiana University. In addition, members of the regular academic staff of Indiana University commute to the regional campus. Final authority on all such decisions is vested in Indiana University Board of Trustees.
Appointment of chief administrator.	Indiana University appoints a local director.
Selection of faculty and staff.	The division of university extension, in cooperation and consultation with the various department heads and administrative personnel at Indiana University, recommends to the board of trustees the appointment of instructors and administrative staff.
Budget preparation	The budget preparation is coordinated by the division of university extension headed by a dean in consultation with vice president and dean of faculties.

Planning of site and facilities.	The planning is accomplished by Indiana University in concert with overall university development and resource availability. Building funds are accumulated by setting aside a percentage of student fees.
Curriculum development.	The local director and his staff in coordination and consultation with appropriate academic departments on the Bloomington campus determine curriculum needs and make recommendations to the administrative staff and board of trustees of Indiana University.
Opening of college.....	The opening date is determined by the university calendar committee.

Purdue University

Initiation.............	Proposals to establish centers are submitted to a statewide educational program committee.
Study................	Although no formal study of need has been developed, Purdue University requires assurances that the community's interest is substantial and that a sufficient number of students will enroll to make the project economically feasible.
Action by Approval Agency.	*Approval.*—If the establishment of a branch is approved by Purdue University, extension courses are provided employing persons who are residents of the locality and who are approved by Purdue University, or members of the regular academic staff of Purdue University travel to the center to teach the extension courses.
Appointment of chief administrator.	Purdue University appoints the chief administrator of the branch.
Selection of faculty and staff.	The various department heads at Purdue University appoint the instructors and administrative staff.
Budget preparation....	Budgets are prepared by the local director in conjunction with the dean of university extension in the same way as budgets for the other university schools and departments.
Planning of site and facilities.	The buildings are planned by the same architectural firm working with the university physical plant staff, the community campus director, members of the universiy extension administration staff, and appropriate community campus faculty members.
Curriculum development.	The local director and his staff determine curriculum needs and make recommendations to the administrative staff and board of Purdue University.
Opening of college.....	The opening date is determined by the administration of Purdue University on recommendation of the local administrator.

Other Institution

Vincennes University is a 2-year college operating under both public and private control, receiving some public support.

IOWA

In Iowa, there are 16 public junior colleges operating under general enabling legislation. This legislation provides that a public community or junior college may be organized only in a local school district which is operating a high school, provided that the school district in which the college is being established has a total minimum population of 5,000 and that the petition for the establishment of said college has the approval of the State board of public instruction.

Local Junior Colleges

Initiation	The interested school district contacts the State superintendent to secure the cooperation of his office and staff. The proposition to authorize the establishment of a public community or junior college is submitted to the electors of the local district and is carried if the vote in favor of such authorization is equal to at least 60 percent of the total votes cast. A local community or junior college advisory committee is required.
Study	The community or junior college advisory committee prepares a local survey of need. Factors to be considered include present and potential student population, interest of parents, desires of students, personnel needs of local industry and business, and financial ability of the district to support a community college.
Presentation of survey	The board of education presents a copy of the community college resolution and a copy of the survey results to the State superintendent. The State superintendent presents this survey with his recommendations to the State board of education.
Action by Approval Agency.	The State board approves or disapproves the petition. If approved, the local board holds hearings and calls an election. The vote in favor of establishing a community or junior college must be at least 60 percent of the total votes cast.
Appointment of chief administrator.	The local school district superintendent is the chief administrative officer of the college. This superintendent in conjunction with the local district board selects a dean to administer the college.
Selection of faculty and staff.	The superintendent, dean, and board of education select the faculty and staff members.
Budget preparation	The dean, superintendent, and board of education prepare the budget.

Planning of site and facilities.	The board of education, superintendent, and dean are responsible for selecting a site and physical facilities.
Curriculum development.	The chief administrator of the college with the assistance of the staff and such curriculum committees as he choses has the responsibility for developing the curriculum of the college as related to the needs identified in the survey. The curriculum must meet minimums set forth in the Iowa Code relating to the community or junior college.
Opening of college	The opening date for the beginning of classes is decided by the board of education on the recommendation of the superintendent of schools.

KANSAS

In Kansas there are 14 public junior colleges operating under general enabling legislation. Junior colleges may be established by any type school district if the district can finance the program. This district may be a city of first or second class or any other district maintaining a high school or any county meeting the requirements of the law. Both methods of organization are shown below.

County Junior College District

Initiation	The board of county commissioners calls an election. There must be a majority of favorable votes cast by petition of ⅗ of the electors in the county.
Action by Approval Agency.	*Approval.*—The State board of education may grant approval. Approval procedures have been different and in terms of special laws. For example, a county which maintains a high school extension course contains a second-class city school district, has a pouplation of more than 30,000, and has total assessed valuation of $85 million to $100 million may establish a county junior college with approval of a majority of the voters voting on the proposition. *Disapproval.*—The voters may defeat the proposal.
Passage of levy or bond issue.	The board of regents of the junior college district may levy an annual tax not to exceed 3 mills on the taxable tangible property in the county and is authorized to issue and sell bonds not to exceed $3 million for land, buildings, and equipment.
Appointment or election of college board.	The board of county commissioners appoints 2 members to the board of regents from each of the 3 county commissioner districts to serve 2 or 3 years; thereafter board members are elected, 2 from each county commissioner district.
Appointment of chief administrator.	The board of regents appoints the chief administrative officer.
Selection of faculty and staff.	Instructors and staff members are recommended by the chief administrator and hired by the board.

Planning of site and facilities.	The local board plans the site location and facilities, subject to approval of the State superintendent.
Curriculum development.	The junior college must provide grades 13 and 14 and may offer a vocational education program. The course of study is determined by the State superintendent.

City Junior College District

Initiation	The local school board calls an election. A majority of the electors voting must favor an extension of the high school course of study.
Action by Approval Agency.	The procedure is the same as for county junior college district.
Passage of levy or bond issue.	The board of education may levy a tax not exceeding 2 mills on the dollar of the assessed valuation of the city.
Appointment of chief administrator.	The city board of education appoints the chief administrator.
Selection of faculty and staff.	The procedure is the same as for county junior college.
Budget preparation	The procedure is the same as for county junior college.
Curriculum development.	The junior college must offer a college transfer program.

KENTUCKY

Kentucky has one publicly supported junior college and four community colleges operating under the University of Kentucky Community College System.

Local 2-Year College

The enabling legislation provides that boards of education of cities of the second class may establish or acquire, by lawful conveyance, municipal junior colleges to promote public education. No published information on specific procedures for establishing a junior college is available. The one junior college operating under provisions of this law was established during the depression period and is now under county control.

Extension Centers

The University of Kentucky Community College System operates four publicly supported community colleges and has been authorized to establish and maintain four additional 2-year community colleges. Procedures used to establish these colleges follow.

Initiation	Upon a request from the alumni of the University of Kentucky and other interested persons, consideration is given to the feasibility of establishing an extension center in a specified locality.

Study	Although no formal study of need is developed, the University of Kentucky requires assurance of the community's interest and the enrollment of a sufficient number of students to make the project economically feasible. A request to provide specified extension courses is made to the university.
Action by Approval Agency.	*Approval.*—If approved, extension courses are provided using persons who are residents of the locality and are approved by the University of Kentucky to teach the courses.
Appointment or election of college board.	The 1962 law requires a 7-member local advisory board for each community college to serve in an advisory capacity to the board of trustees of the University of Kentucky and the administrative officer of the community college. The local advisory board is appointed by the governor.
Appointment of chief administrator.	The University of Kentucky appoints the local administrator.
Selection of faculty and staff.	The various department heads at the University of Kentucky appoint the instructors. Administrative staff members are appointed by the board of trustees of the university.
Budget preparation	The budget is prepared by the local administrator in accordance with regular university budgetary procedures.
Planning of site and facilities.	Plant and facilities are developed by the University of Kentucky.
Curriculum development.	The community college must provide a 2-year college curriculum.
Opening of college	The opening date is determined by the administration of the University of Kentucky on recommendation of the local administrator.

LOUISIANA

No publicly supported junior colleges are operating in Louisiana under general enabling legislation. However, the Louisiana State University and Agricultural and Mechanical College operates a 2-year branch in Alexandria. The procedures used to establish this branch follow.

Branch College

Initiation	Requests for the branch campus came to the governing board of Louisiana State University from the alumni of Louisiana State University and other interested individuals.
Study	A formal study of need was made by Louisiana State University. Factors considered included community interest and an adequate potential enrollment.

Action by Approval Agency.	A final decision to develop the institution was reached after the study results were examined. Extension courses were provided by the university using qualified persons who were residents of the locality and were approved by Louisiana State University or members of the regular academic staff of Louisiana State University traveled to the locality to teach the extension courses.
Appointment of chief administrator.	The chief administrator was appointed by the president with the approval of the Louisiana State university board of supervisors.
Selection of faculty and staff.	The various department or division heads at Louisiana State University recommended the faculty and administrators to the president for his approval. He, in turn, submitted his recommendations to the board of supervisors for approval.
Budget preparation....	The budget was prepared by the appropriate division heads and reviewed by the budget committee, composed of faculty and staff. The committee recommended the budget to the president, who presented it to the board of supervisors for approval and submission to the State's division of administration. It was reviewed by the joint legislative budget committee and submitted to the legislature for approval.
Planning of site and facilities.	Louisiana State University board of supervisors had the responsibility for planning the site and facilities of the branch.
Curriculum development.	The local director and his staff determined the curriculum needs and made recommendations to the administrative staff and board of Louisiana State University.
Opening of college.....	The opening date was determined by the administration of Louisiana State University on recommendation of the local administrator.

MAINE

There are no public junior or community colleges in Maine and no provision is made in the law for the establishment and maintenance of such colleges. However, any junior college may apply to the Secretary of State in a manner prescribed by him for authority to grant an associate degree. The Commissioner of Education and the State board of education exercise joint supervision.

There are no official published regulations pertaining to 2-year colleges in the State.

MARYLAND

There are 12 publicly supported 2-year colleges in Maryland. Ten are operated by county boards of education, one by a city board of education, and one under State control. The State board of education has supervision over all of these colleges, except the State junior college. Legislation enacted in 1961 created a statewide sysem of 2-year colleges and formalized procedures for establishing new institutions. The following procedures apply only to 2-year colleges established by counties and the city of Baltimore:

Local 2-Year Colleges

Initiation	Responsibility rests with the local school unit. The office of the superintendent of schools contacts the State department of education for whatever professional assistance it may need.
Study	A citizens committee conducts a number of local surveys and then solicits the State department for a more detailed study.
Action by Approval Agency.	By appropriate resolution, the local board of education establishes itself as a board of trustees for the operation and maintenance of a community college. By law, the superintendent of schools is automatically secretary-treasurer of the board. The board of trustees submits to the State superintendent of schools a request for approval to operate a community college. *Approval.*—If approved, the staff of the State department assists the board of trustees through its official administrative officers in the preparation of programs of instruction and the selection of faculty.[1] *Disapproval.*—The State superintendent may disapprove the establishment of a college.
Appointment of chief administrator.	The board of trustees appoints the president.
Selection of faculty and staff.	The board of trustees appoints the faculty, administrators, and other personnel upon the recommendation of the president.
Application for degree-granting authority.	Toward the end of the second year of operation, the board of trustees of the college makes application to the State board of education for authorization to grant the associate in arts degree.
Budget preparation	The board of trustees, the superintendent of schools, and the president of the community college are responsible for preparing the annual budget.
Planning of site and facilities.	The board is authorized to acquire real and personal property. Plans must be approved by the State board of education and the board of public works.
Curriculum development.	The chief administrator, with the assistance of his staff and such curriculum committees as he chooses, has the responsibility for developing the curriculum as related to the needs identified in the survey. The State department assists the college in the preparation of the programs.

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[1] Over a 2-year period, the staff of the State department of education studies the total program of the college to assure itself of compliance with published State board standards for the approval of community colleges.

Registration of curriculum.	The president of the college submits the proposed curriculum to the State department for approval. The office of the State superintendent of schools arranges for a visit to the college by a staff member to discuss the new curriculum. After approval by the State department, the curriculum is presented to the board of trustees of the college for its approval.
Opening of college	The opening date is determined by the administration with the approval of the board of trustees and in agreement with standard college practices.

State 2-Year College

The State junior college was created by a special act of the State legislature.

MASSACHUSETTS

There are eight publicly supported junior colleges in Massachusetts, three of which operate under the control of the local school district and five under the State board of regional community colleges. The State board is scheduled to open additional community colleges in the next few years and to assume the operation of one of the junior colleges presently under the control of the local school district.

State 2-Year Colleges

Initiation	The State board of regional community colleges may establish and maintain regional community colleges at its discretion.
Study	A regional survey group, consisting of representatives from at least 5 communities within a region, must make formal application to the State board of regional community colleges by means of completing a 7-part regional survey, presenting information in the areas of present and potential student population, description of present post-secondary schools in the area, socioeconomic data of the region, temporary facilities available, acreage available for a permanent site, needs of local industry and business, and evidence of support from organizations and individuals in the region.
Presentation of survey	The local region is responsible for completion and presentation of the required survey. Board staff resources are always available to lend assistance.
Action by Approval Agency.	The State board may approve or disapprove establishment of a 2-year college at its discretion and determine needed priorities.
Appointment or election of college board.	Each regional community college has a 10-member advisory board, appointed by the Governor. Members must be residents of the region served by the college; one must represent labor and one business.

Appointment of chief administrator.	The State board selects the director of the college.
Selection of faculty and staff.	The State board hires or appoints the administrative staff and the professional teaching staff.
Budget preparation	The responsibility for budget-making rests with the State board.
Planning of site and facilities.	The State board establishes community colleges at "suitable locations" and has the power to construct, lease or otherwise provide any facilities required for the college. The State board may also enter into agreements for the use of local facilities with a local school committee or other local authority, or jointly with local school committees or other authorities of 2 or more cities or towns.
Curriculum development.	The State board establishes the curriculum (based on reccommendations of the director of the college and the needs of the area as indicated in the regional survey) which is substantially equivalent to the first 2 years of college education.
Opening of college	The opening date is determined by the State Board of regional community colleges.

MICHIGAN

In Michigan 17 publicly supported community colleges are operating under the general enabling legislation of the State. Community colleges may be established in a local school district or in a community college district. Procedures for establishing new community colleges follow.

Local School District

Community colleges may be established by a qualified school district of the first-, second-, or third-class or graded-school district having a population of more than 10,000; or by a cooperating district wherein 2 or more districts join together in establishing and operating a community college.

Initiation	The board of education makes a formal request to the superintendent of public instruction to approve the establishment and operation of a community college in accordance with the rules and regulations established by the superintendent. The request to the superintendent should present evidence of need for a community college program and proof of the district's ability to support it.
Study	A local study is required usually as an administrative policy by the State superintendent, but is not required by law.
Presentation of survey	Survey findings are presented to the superintendent of public instruction as a part of application for approval.

Action by Approval Agency.	*Approval.*—Superintendent of public instruction grants approval for a school district to establish and operate a community college when the following criteria are met: There is evidence of need; the total area to be served by the community college is sociologically a single community; the legal tax-levying district is coterminous, or nearly so, with the area to be served; there is evidence of community interest in the program; facilities are to be located within commuting distance of most students; and the local tax rate for operation and capital outlay is deemed to be reasonable. *Disapproval.*—The local board may receive a letter of denial of application from the State superintendent of public instruction.
Passage of levy or bond issue.	The levy or bond issue must be approved by electors in the local school district.
Appointment of chief administrator.	The administrator or director of the community college is employed by the board of education of the local school district with advice and counsel of superintendent of schools of the district.
Selection of faculty and staff.	The procedure is the same as for chief administrator.
Application for degree-granting authority.	Granting of associate degree or title is deemed to be based on diploma-granting authority of local school district.
Budget preparation....	The college budget is part of budget-making process of the local school district for all of its purposes. The budget is not subject to approval by a State agency or department.
Planning of site and facilities.	The State superintendent approves the facilities upon recommendation of the local board of education. The State fire marshall approves the buildings for safety purposes while the State health department approves the buildings for health conditions.
Curriculum development.	The board of education prepares the curriculum. Community colleges may offer collegiate and noncollegiate programs, but the collegiate program must not exceed 2 years in length.
Opening of college.....	The opening date is determined by the local board of education.

Community College District

Initiation.............	The boards of education of 1 or more contiguous counties, or contiguous parts of counties; or the total area of 1 or more counties excepting any parts which are already included in a community college district; or 2 or more school districts operating grades K–12 in the same or contiguous counties may jointly submit a petition signed by at least 25 of the electors in the proposed community college district to the State superintendent of public instruction and the State board of education in the form prescribed by the State superintendent requesting approval to hold an election. The election

	is held if both the State superintendent and the State board approve, and if 2 percent of the electors subsequently petition the county clerk, if the district is to be comprised of one or more counties, and if 2 percent of the electors in the school districts subsequently petition the school boards if the district is to be comprised of 2 or more school districts. The board of education of an intermediate school district having a school enrollment of 175,000 or more in grades K–12, with the approval of the State superintendent and the advice and consent of the State board, may by a majority vote of the electors in the district form a community college district.
Study................	No formal State-level study is conducted. A report of a local study showing the need for a community college district, community interest, and financial ability to support a community college is submitted to the State superintendent at the time of the petition as a requirement set forth in the administrative policy of the State superintendent of public instruction.
Presentation of survey..	Findings of the survey are usually a part of the report accompanying the application to the Superintendent of public instruction.
Action by Approval Agency.	*Approval.*—A majority vote of the electors in the district makes the community college district effective upon certification of canvass of election to State superintendent. *Disapproval.*—If less than a majority of the electors of the proposed district vote negatively, disapproval is automatic.
Redistricting..........	Annexation procedures are provided by statute which are similar to the district formation procedures.
Passage of levy or bond issue.	In community college districts organized prior to July 1, 1955, trustees may levy a tax of not more than 1 mill on each dollar of the State-equalized valuation of the property in the community college district. In other community college districts, except for a minor permissive levy of 0.001 mills by the board of trustees, the electors of the district must authorize exceeding the 15-mill property tax limit in Michigan by a defined maximum property tax rate which rate may be specified for all purposes of the community college. The electors of the district must also authorize the issuance of bonds which may not exceed an amount equal to 15 percent of the total State-equalized valuation of the district.
Appointment or election of college board.	A board of trustees consisting of 6 or more members is elected by the qualified voters of the district on a nonpartisan ballot. The total number varies with the number of counties or of counties and parts of counties or school districts to comprise the community college district.
Appointment of chief administrator.	The community college board of trustees appoints the director or administrator.

Selection of faculty and staff.	The administrators, instructors, and other personnel are employed by the board of trustees with advice and counsel of the chief administrator.
Budget preparation.....	The budget is prepared by the board of trustees. There is no legal requirement for budget approval by a State authority or agency.
Planning of site and facilities.	The board of trustees may locate and acquire the necessary property within the district for the use of the college. Plans for facilities must be approved by State superintendent of public instruction, State fire marshall, and State health department.
Curriculum development.	The trustees determine the courses of study, schools, and departments for the community college subject to the approval of the State superintendent of public instruction. A community college may provide collegiate and noncollegiate courses of study; collegiate courses must not exceed 2 years of college work.
Registration of curriculum.	The curriculum is filed with the superintendent of public instruction prior to establishment and annually thereafter.
Opening of college.....	The opening date is determined by the board of trustees.

MINNESOTA

There are 11 publicly supported junior colleges in Minnesota operating in the independent or special school district. The 1963 legislature created a State junior college board to manage a maximum of 15 State junior colleges, including as many of the above colleges as chose to become part of the State system.

State Junior College

Initiation.............	The State junior college board creates junior colleges in those areas of the State where the need for such colleges exists. The board makes agreements with public school districts to take over the existing local junior college in the district by lease or otherwise.
Study.................	The board makes all decisions concerning surveys.
Action by Approval Agency.	*Approval.*—The State junior college board determines the exact location for each junior college and reports it to the 1965 session of the legislature. The legislature is to provide funds for the establishment and operation for the State junior colleges, but the law does not indicate whether the legislature must approve or reject the decisions of the board. This board has very broad powers. *Priority.*—The State junior college board determines the priority.

Appointment or election of college board.	The State junior college board appoints a local advisory committee for each junior college.
Appointment of chief administrator.	The junior college board appoints the head of each junior college.
Selection of faculty and staff.	The board has powers to appoint the necessary teachers and supervisors and all other employees.
Budget preparation....	The board submits its request for funds to the State legislature.
Planning of site and facilities.	The junior college board determines the site of the junior colleges; however, the legislation specifies that 3 of the colleges are to be situated within the counties of Ramsey, Anoka, Dakota, Washington, and Hennepin. The law also states that the board shall give consideration to the needs for a State junior college in northwestern Minnesota.
Curriculum development.	The junior college board prescribes the courses of study after consulation with the local advisory committees.

MISSISSIPPI

Mississippi has 17 publicly supported 2-year colleges under the supervision of the Junior College Commission. Most of these institutions are operated by cities, counties, or districts. The junior college statute provides that the commission shall regulate the establishment and operation of junior colleges in the State and specifies particular powers and duties.

Local Junior Colleges

Initiation............	The board of education of a county within a junior college district desiring a junior college must adopt a resolution to that effect, record this in the minutes of the board, and send a certified copy to the board of supervisors of the county. If the board of supervisors approves the resolution of the county board of education, the board of supervisors records this approval in its minutes. Then the county board of education and the board of supervisors of the county jointly petition the junior college commission for approval to establish a junior college and determine its location.
Study...............	When the junior college commission receives the petition of the county board of education and the board of supervisors, it authorizes a survey or study to be made under the supervision of the commission. Criteria for survey or study include: local interest of parents and students; willingness to attend and support a junior college by levying sufficient taxes; number of high schools in county; total high school enrollment; total enrollment in senior classes; potential enrollment in 5 or 10 years; percentage of high school graduates of local community entering college each year; ability of proposed district to finance a junior college; proximity to

	other colleges; accessibility of site; the needs of industry; and long-term population trends.
Presentation of survey. .	The report of the survey is presented to the commission for study.
Action by Approval Agency.	The junior college commission approves or disapproves the boards' petition, and notifies the petitioners accordingly. Notification of approval must include the designation of the site.
Redistricting.	Redistricting is a responsibility of the commission, as provided by law.
Passage of levy or bond issue.	Upon approval by the junior college commission of the petition to establish and operate a junior college, the board of supervisors of the county declares its intentions to make a levy for the purpose of establishing and a levy for the support of the proposed junior college.
Appointment or election of college board.	Each of the 5 members of the board of supervisors, with the advice and consent of the county board of education, appoints one trustee. By law, the county superintendent is also a member of the college board of trustees.
Appointment of chief administrator.	The board of trustees elects the president of the junior college.
Selection of faculty and staff.	The president of the junior college selects the staff. The faculty is selected by the board of trustees on recommendation of the president.
Application for degree-granting authority.	Any junior college established under Ch. 369, Laws of Mississippi, 1950, and properly accredited, may issue to students a diploma bearing the title of an associate of arts, an associate of agriculture, or any other appropriate title, as testimonial of the completion of 2 years of college work.
Budget preparation.	The local board of trustees and the president prepare the budget.
Planning of site and facilities.	The designation of site was part of approval action.
Curriculum development.	The president and staff may develop the curriculum according to the needs of the local area; however, the junior college must offer programs to (1) correlate with those of senior colleges or professional schools; (2) provide education and training preparatory for occupations such as agriculture, industry, business, homemaking, and (3) provide for training in other occupations on the semiprofessional and vocational-technical level.
Opening of college.	The opening date for beginning classes is decided by the president and the board of trustees.

MISSOURI

There are seven public junior colleges in Missouri operating under the general enabling legislation. Six of these junior colleges are a part of the total school program (kindergarten through grade 14). The other district was formed under the junior college act. All additional junior colleges established must follow the procedures shown below.

District Junior Colleges

Initiation	The State department of education is presented a petition signed by a number equal to 5 percent of the number of votes cast within each component school district at the last preceding school election at which a director was elected.
Study	Although the State department conducts no formal study on the need and potential for a junior college, it does, however, provide assistance when needed for self-surveys by local school districts and for supervision in the conducting of surveys.
Presentation of survey	The State department requires that the results of self-surveys be used in reviewing petitions for approval.
Action by Approval Agency.	*Approval.*—Should the proposed junior college district meet the standards established by legislation, the State department orders an election to be held in the proposed district to vote on the creation of a junior college and to elect trustees at the next annual school election or meeting. A majority of the votes cast is necessary to pass the resolution. *Disapproval.*—A district cannot be legally formed if the survey is disapproved by the State board of education.
Redistricting	An entire school district may petition an adjoining school district offering a 2-year junior college program for annexation for junior college purposes only. Upon acceptance of the district proposing annexation by the district offering a 2-year college program a new district is considered formed under the provisions of legislation. By the same means a school district may annex to a junior college district for junior college purposes only, *except*, in this instance, it merely becomes a part of the junior college district. Should the petition be rejected, an appeal may be made to the State board of education.
Passage of levy or bond issue.	In addition to the sums derived from State aid, junior college districts may levy taxes for current support, and issue bonds to purchase sites; build, remodel, repair, and furnish buildings; and build and furnish libraries in the same manner as the public schools of Missouri. The graduated rate at which the annual tax may be levied without vote approval is prescribed by the enabling legislation.

Appointment or election of college board.	In the election which creates the junior college district, 6 trustees are elected at large for terms of 2, 4, or 6 years. If the school population is concentrated in 1 or more of the component school districts, provision is made for greater representation on the board of trustees. In subsequent elections, trustees are chosen to serve full 6-year terms.
Appointment of chief administrator.	The chief administrator is appointed by the board of trustees.
Selection of faculty and staff.	All faculty and staff are appointed by the board of trustees.
Budget preparation	Each junior college district administrator prepares the budget subject to approval by its board of trustees. Uniform policies governing financial accounting are formulated by the State department of education.
Planning of site and facilities.	Each local district has the responsibility for selecting sites and building the facilities. No State aid is available for building junior colleges. Consultative services are available from the State department of education.
Curriculum development.	Each junior college district assesses the needs of its community and develops the curriculum on that basis. The State department offers counsel and advice in meeting State requirements and accredits the programs when minimum standards are met.
Opening of college	The opening date for the beginning of classes is decided on the recommendation of the administration and approval of the board of trustees.

MONTANA

Montana has two public junior colleges which operate in qualified high school districts under general enabling legislation. To qualify for the authority to establish and maintain junior colleges, local or county school districts must have a fully accredited high school in operation and an assessed valuation of at least $3 million.

Local Junior College

Initiation	A petition signed by not less than 25 percent of the qualified voters of the school district concerned, or a resolution adopted by the district school board is submitted to the State superintendent of public instruction.
Study	The State superintendent may require an independent investigation, conducted by an agency of his selection, to establish the desirability of granting the petition.
Presentation of survey	The findings of the survey are presented to the State Superintendent.

Action by Approval Agency.	*Approval.*—The State superintendent approves the petition or resolution requesting the establishment of a junior college and so informs the county or district high school board. Following the State superintendent's action, the school board submits the question to the voters for their approval. Prior to the opening date of the junior college, an application stating the proposed curriculum must be approved by the State superintendent and the State board of education. *Disapproval.*—The establishment of a junior college may be disapproved by the State superintendent, the State board, or the voters of the district.
Appointment of chief administrator.	The superintendent of the district high school or the principal of the county high school serves as the chief administrator who may appoint a dean and delegate the administrative duties to him.
Selection of faculty and staff.	The chief administrative officer appoints the remainder of the administrative staff and instructors.
Budget preparation....	The county or district high school is authorized to adopt a separate budget to operate and maintain a junior college. Funds to finance this budget are legally provided in accordance with regular school budget laws.
Planning of site and facilities.	The high school board of trustees selects the site and facilities in accordance with criteria stated in the enabling legislation and standards established by the State superintendent.
Curriculum development.	The county or district school board develops the curriculum.
Registration of curriculum.	The curriculum which is submitted as part of the application for the establishment of a junior college is approved by the State superintendent and the State board of education.
Opening of college.....	The high school board of trustees determines the opening date.

NEBRASKA

Nebraska has four publicly supported junior colleges operating under the general enabling legislation of the State. A junior college may be established in a single school district having an average daily high school attendance of at least 200 students and an assessed valuation of not less than $5 million, in 2 or more school districts having an average daily high school attendance of 400 and an assessed valuation of $10 million, or in a single county.

Local Junior College

Initiation............	In a single school district, a petition signed by 500 or more qualified voters which is accompanied by a separate petition signed by a majority of the members of the district board of education may be submitted to the county superintendent of

	schools. The county superintendent transmits both petitions to the commissioner of education for approval. Ten percent of the qualified voters of 2 or more school districts may petition the county superintendent for the establishment of a junior college district. The petition must be accompanied by a separate petition signed by a majority of the members of each of the boards of education involved. Similarly, 10 percent of the qualified voters of a county may petition the county superintendent for permission to form a junior college district. The petition must be accompanied by a separate petition signed by a majority of the members of a majority of the boards of education in the county.
Action by Approval Agencies.	*Approval.*—The approval of the commissioner of education is necessary only for the formation of a junior college district in a single school district; however, an election must always be held. 55 percent of the qualified voters in the school or county districts involved must approve the creation of a junior college district. *Disapproval.*—The commissioner of education may disapprove the creation of a junior college district in a single school district, and the voters may disapprove the creation of a junior college district in any type of district.
Redistricting..........	1 or more school districts may be annexed to an existing junior college district by petition of 10 percent of the qualified voters. The petition must be accompanied by a separate petition signed by a majority of the members of the petitioning school board or boards and a resolution signed by the junior college board approving the annexation. 55 percent of the qualified voters in the petitioning district or districts must approve the annexation.
Passage of levy or bond issue.	Bonds may be issued for capital outlay.
Appointment or election of college board.	In a junior college district comprised of a single school district, the school board serves as the junior college board. In all other types of districts, the junior college board is comprised of 6 members elected for staggered terms of 6 years.
Appointment of chief administrator.	The superintendent of schools serves as president of the junior college in districts composed of a single school district. In all other districts, the president is appointed by the junior college board.
Selection of faculty and staff.	The remainder of the staff is appointed by the junior college board.
Planning of site and facilities.	The junior college board plans the sites and facilities.
Curriculum development.	The curriculum is developed by the junior college board.

NEVADA

There are no public junior or community colleges in the State of Nevada and no provision in the laws for such institutions. There are no official published regulations pertaining to 2-year colleges in the State.

NEW HAMPSHIRE

There are no public junior or community colleges in New Hampshire, although provision is made in the law for the establishment of such colleges. The procedures are described below.

Local Community Colleges

Initiation	Five or more persons of legal age may associate together by articles of agreement to form a corporation under the provisions of the legislation for the purpose of establishing a community college.
Action by Approval Agency.	No approval is necessary as long as the establishment of the community college is in accordance with the provisions of the legislation.
Application for degree-granting authority.	Community colleges in New Hampshire may not grant degrees.
Curriculum development.	The content and teaching of extension courses are under the control of the university or other institution offering such courses.
Registration of curriculum.	Courses may be credited toward a degree at the University of New Hampshire or other accredited education institution provided they have been previously approved by those institutions.

State 2-Year Colleges

The State board of education, as requested by the act of 1963, is conducting a study to plan for the establishment of junior colleges within the State. In addition to 2 years of college-transfer work, these institutions will provide instruction in vocational, technical, and general education and training to prepare students for occupations which require 2 years of training leading to an associate degree. The State board's plan is scheduled to be presented to the 1965 legislature.

Technical Institutes and Vocational-Technical Schools

Since 1945, the State has operated two post-secondary institutions for the training of skilled workers and technicians. In 1961, the General Court authorized the establishment of one technical institute and five vocational-technical schools. The authorization included an appropriation of $1,650,000 for constructing a classroom laboratory and dormitory including equipment for the technical institute. The General Court also directed the appointment of a seven-man advisory committee consisting of equal representation from agriculture, industry, labor, employment security, business, and public education. The duties prescribed by law of this advisory committee are as follows:

> It shall be the duty of this committee to advise the State board of education relative to the administration and programing of the technical institute and vocational-technical schools, thus assuring expert participation by management, labor, business, and education.

The 1963 General Court provided in its capital budget for an expenditure of $3,282,000 for constructing and equipping three of the five vocational-technical schools authorized by the 1961 General Court. The construction of the physical facilities for these schools is a joint responsibility of the department of education and the department of public works in the State government. The responsibility for equipping and staffing these institutions is the sole responsibility of the State board of education within the limits of the operational budget approved by the General Court. Full authority for the operation of these institutions is that of the State board of education. The chief of the division of vocational education is responsible to the State board of education for all details in carrying out of policies for these institutions as established by the State board of education.

NEW JERSEY

New Jersey has one publicly supported 2-year college which is operated under the general statutes governing public school systems. Legislation has been enacted by the 1962 legislature, however, which provides for the establishment of county 2-year colleges. At present, 15 of the 16 counties are conducting surveys to document their eligibility to establish such institutions. Procedures for the establishment of these colleges are outlined below:

County Colleges

Initiation............	The board of chosen freeholders of one or more counties may petition the State board of education for permission to establish and operate a county college. A report containing information on the higher educational needs of the county, or counties, and data on the proposed county college must accompany the petition.
Study................	The commissioner of education conducts an independent study on the need for the proposed college in the county, or counties, and the financial ability of the county, or counties, to maintain such a college.
Presentation of survey..	The commissioner of education submits a report of his findings to the State board and to the board or boards of chosen freeholders petitioning for a county college.
Action by Approval Agency.	*Approval.*—After studying the reports submitted by the board of chosen freeholders and the commissioner, the State board approves the petition and notifies the board of chosen freeholders of its action. The board of chosen freeholders in each county provides a resolution for the establishment of a

	county college and, prior to its enactment, conducts a public hearing. In the absence of an appropriately signed petition from the registered voters of governing body of one or more municipalities requesting a referendum, the resolution becomes effective after 45 days.
	Disapproval.—If either educational need or financial ability are not sufficient to warrant the establishment of a county college, the State board may disapprove the county's petition.
Redistricting..........	The board of trustees of a county college, through appropriate action of the board or boards of chosen freeholders and the State board of education, may represent one or more participating counties in the operation of the county college.
Passage of levy or bond issue.	The board of chosen freeholders may levy taxes to meet the operating expenses of the county college in the same manner as it levies taxes for other purposes. The board may levy taxes or issue county college bonds to cover capital outlay expenses; however, the value of the outstanding bonds may not exceed ½ of 1 percent of the equalized valuation of property in the county or counties.
Appointment or election of college board.	The director of the board of chosen freeholders, with the advice and consent of his board, appoints 8 persons to serve with the county superintendent of schools on the board of trustees of the county college. The trustees serve for overlapping terms of 4 years.
Appointment of chief administrator.	The board of trustees appoints the president of the county college.
Selection of faculty and staff.	The board of trustees, acting on the nominations of the president, appoints the remainder of the administrative and teaching staff.
Application for degree-granting authority.	The authority to grant degrees is provided by the enabling legislation.
Budget preparation.....	The board of trustees prepares a budget of the estimated expenses for the ensuing year and delivers it to the county board of school estimate for approval.
Planning of site and facilities.	The board of trustees has the authority to acquire, use, or sell real and personal property subject to the regulations of the State board.
Curriculum development.	The board of trustees is granted the authority to determine the curriculum subject to the rules and regulations of the State board.
Opening of college.....	The State board of education, acting on the recommendations of the county college administration, sets the date for the opening of college.

NEW MEXICO

There are four publicly supported 2-year colleges in New Mexico. One is a military college operated by the State and three are branch colleges operated by New Mexico State University.

Legislation enacted in 1963 providing for the establishment of local junior colleges and branch community colleges includes the following procedures.

Local Junior Colleges

Initiation	A junior college district may be formed upon the petition of qualified electors in any school district or group of school districts within 1 county or several contiguous counties.
Study	After the petition is filed, the State board shall immediately cause a survey to be made of the proposed junior college district to determine the need for the proposed junior college and the prospects for its adequate support.
Action by Approval Agency.	The State board may approve the petition for the establishment of the proposed junior college district if on the basis of the survey the State board finds: (1) the district boundaries, as proposed, are suitable geographically; (2) the existence of adequate school population and other factors indicate the proposed junior college will serve an enrollment of at least 250 full-time student equivalent; (3) the financial position of the proposed junior college district is adequate to provide the necessary supporting funds for current operations, including maintenance and direct charges, and the necessary capital outlay for physical plant and equipment; and (4) a comprehensive plan has been formulated showing (a) the projected enrollment for the next 10 years; (b) campus planning of buildings and grounds for the immediate proposed construction and for future expansion for the next 10 years; (c) a plan for the practical and efficient use of the buildings by the local public school unit in the event the junior college is dissolved; (d) a transportation plan that sets forth the proposed method of transportation from all parts of the district on established school bus routes; and (e) proposed budget for the ensuing 2 years. Upon State board approval of the petition for the establishment of a junior college district, the State board shall give notice to the qualified electors that the question of organizing a junior college district will be submitted to the qualified voters of each school district. The law further stipulates, "To create a junior college district within the terms and meaning of this act, it shall be necessary that a majority of the voters in each school district vote in favor of establishing a junior college district."

Appointment or election of college board.	"If it shall appear from the records in the secretary's office that the majority of votes cast were in favor of the organization of the proposed junior college district, then the secretary shall declare the organization of the . . . *Junior College District*." The secretary shall notify, by registered mail, all boards of education within the community district of the results of the election, and shall call a meeting of the members of the boards of education. "The assembled school directors shall then proceed to elect five persons as members of the . . . *Junior College Board*."
Appointment of chief administrator.	The board shall provide for the management of the junior college and execution of board selecting a competent president for the college.
Selection of faculty and staff.	Upon the recommendation of the president the board shall employ other administrative personnel, instructional staff, or other personnel, as may be needed, for the operation, maintenance, and administration of the college.
Application for degree-granting authority.	The board of any junior college may award the appropriate degree upon the completion of a curriculum organized for the purpose and approved by the State board. The associate title may be awarded only to students as recommended by the faculty and chief academic administrative officer of the college as having completed satisfactorily the prescribed course of study.
Budget preparation.....	A 2-year budget must be included in the application for establishment. The budget is approved by the State board. The junior college board may levy taxes not to exceed 5 mills upon vote of the district.
Planning of site and facilities.	The planning of site and facilities for the next 10 years is included in the application for establishment.
Curriculum development.	"The State board shall, in conjunction with the junior college board, prescribe the course of study for the junior colleges . . . and shall define official standards of excellence in all matters relating to the administration, course of study, and quality of instruction . . ."
Sharing of facilities.....	"Junior college districts may contract for the use or sharing of facilities with any school . . ."
Addition of school districts.	"Any school district, group of school districts within a county, or school district in an adjoining county, not included in the junior college district as originally formed, may petition the State board to be added to the junior college district . . ."
Transportation system..	"When, in the judgment of the board of an established junior college, the educational services of the college can be extended to a number of students who should be served by the college by the establishment of a transportation system, the board may do so through the use of maintenance funds from the annual tax levy."

Under the legislation enacted in 1963, "The junior college board may elect to affiliate with the board of regents of a higher educational institution. Upon mutual agreement by the board of regents and junior college board, the board of regents shall exercise all powers given the State board . . . and the president of the higher educational institution shall exercise the powers of the secretary."

The review of the branch community college, and the procedures for its establishment are not given in the form of the other exhibits. However, the major features are given below.

Branch Community Colleges

A branch community college may be established in a school district when the local board of education shows a need; or a branch community college may be established to include more than one school district, in which instance the boards of education act as a single board.

The duties of the board are to—

- initiate and conduct the survey;
- select the parent institution;
- request approval of the branch community college from the board of educational finance;
- enter into written agreements with the board of regents of the parent institution selected;
- act in an advisory capacity to the board of regents in all matters relating to the conduct of the branch college;
- approve an annual budget for the branch community college for recommendation to the board of regents of the parent institution;
- certify to the county commissioners the tax levey; and
- conduct the election for tax levies for the branch community college.

Upon evidence of a demand for a branch community college the board requires that a survey be made. The board of educational finance develops criteria for the establishment of a branch community college and specifies that no branch community college shall be established without its written authorization.

Availability of school facilities—use of other facilities.—Upon establishment of a branch community college, public school facilities are made available to the college if needed.

Tax levies authorized.—The board may levy and collect a tax annually against the property in the school districts or district comprising the branch community college district, for the purpose of operating, maintaining, and providing facilities for the branch community college. The annual amount levied shall not be in excess of one hundred dollars ($100) for a full-time equivalent student.

State support.—The board of educational finance approves an appropriation request for the branch community college. The request is included in the budget request of the parent institution and includes funds for operating, maintaining, and providing facilities for the branch community college.

Other Institution

New Mexico Military Institute is a 2-year college operated and controlled by the State. There is no published statement regarding the procedures used to establish this institution.

NEW YORK

There are 27 publicly supported 2-year community colleges in New York. The enabling legislation provides that community colleges may be organized only with the approval of the State University of New York (board of trustees).

Local Community Colleges

Initiation	Responsibility rests with a local sponsor or joint local sponsors (cities, counties, intermediate school districts, or school districts approved by the State university board of trustees).[1] The interested group first contacts the Office of the Executive Dean for Institutes and Community Colleges, State University of New York. The community may form a community college committee.
Study	The community college committee prepares an educational needs study. Factors to be considered include present and potential student population, interest of parents, desires of students, personnel needs of local industry and business, and financial ability of sponsor to support the community college. Standards for each are determined by statewide criteria.
Presentation of survey	Findings of the study are presented, first, by the committee to the sponsor, and, second, by the sponsor to the executive dean.
Action by Approval Agency.	*Approval.*—The executive dean requests formal application from the sponsor in the form of a resolution which has been approved by the sponsor for consideration by the State University board of trustees. The application-resolution is submitted by the president of the State University with recommendations to the State University board of trustees. The board of trustees acts on the application. If approved, notification of approval is sent by the president of the State University to the commissioner of education for the information of the board of regents. *Disapproval.*—The board of trustees may disapprove the application on the basis of the findings of the local needs study.
Redistricting	This is not a necessary procedure.

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[1] Although the local community is responsible for initiation, the staff resources of the State University are available. Throughout the organizational period, the State University insures maximum coordination with the State education department and board of regents.

Passage of levy or bond issue.	This is not a necessary procedure.
Appointment or election of college board.	The 9-member board of trustees consists of residents of the sponsoring area. 5 members are appointed by the local sponsor; 4 are appointed by the Governor. The board selects its own chairman and officers from its membership.
Appointment of chief administrator.	The local board nominates the president who must be approved by the State University trustees. The State University provides assistance in compilation of a list of possible candidates.
Selection of faculty and staff.	The local board appoints or delegates to the president this responsibility.
Application for degree-granting authority.	The local board makes application to the State University trustees. If approved, the trustees send the request with recommendations to the board of regents.
Budget preparation.....	After approval of the college by the State University trustees, the sponsor may select the method of budget procedure from 3 alternatives possible under the law. The local board prepares and submits an initial budget to the local sponsor. After approval by the sponsor, the board submits the budget to the State University trustees through the executive dean and president of the State University.
Planning of site and facilities.	The local board may acquire real or personal property, but no lands, buildings, facilities, or equipment may be purchased or leased without State University approval. The local board is responsible for the control and management of land, grounds, facilities, and equipment.
Curriculum development.	The chief administrator of the college, with the assistance of the staff and such curriculum committees as he chooses, has the responsibility for developing the curriculum of the college as related to needs identified in the survey.
Registration of curriculum.	After approving the curriculum, the local board sends a description of the proposed curriculum and a request for approval to the State University. The request is accompanied by information and application for registration by the State education department. Upon approval, the trustees send the application to the State education department. The office of the assistant commissioner for higher education of the State education department arranges for a visit to the college by a staff member. If approved, the curriculum is registered by the department under appropriate regulations of the commissioner of education.
Opening of college.....	The opening date for the beginning of classes is decided on the recommendation of the administration and board, and approved by the State University.

NORTH CAROLINA

The 1963 General Assembly took action to bring together into a statewide system 20 industrial education centers (area post-high school vocational schools) and two publicly supported 2-year colleges. It placed this system of institutions under the State board of education and provided that any future publicly supported post-high school institutions of less than 4-year college grade would become part of this system. The law also provided for the establishment of new institutions and for the expansion of the operations and curriculum offerings of existing institutions in order to develop comprehensive community colleges. Local control of these institutions was placed under boards of trustees and the following provisions were made for the establishment of new institutions and for the conversion of existing institutions.

Local Community Colleges

Initiation	A formal request is made by the trustees of an existing institution or by a citizens committee that includes members of the board of county commissioners and of the local board of education for authorization of a study to determine the need for an institution. This request is made to the department of community colleges, State board of education.
Study	The department of community colleges works with the local committee. The local committee makes the study following guidelines established by the State board of education. These guidelines require that a demonstrated need exists in the local area, that existing institutions in the area cannot meet the need, that the local area is financially able to provide the required local financial support without hurting the public school program, and that strong local public support is behind the request for the institution. The State board also has to determine that State funds are available to support the institution.
Presentation of survey	The trustees of an established institution requesting expansion or the local citizens committee present the completed survey to the department of community colleges, State board of education. This agency analyzes the survey data and presents a copy of the survey along with this analysis to the members of the State board of education. It also arranges for the local committee to appear in person before the State board in order to make a formal request that an institution be approved.
Action by Approval Agency.	*Approval.*—If the State board of education determines that all of the established criteria are met, the institution is approved subject to approval by the voters in the area of the local financial support required. *Disapproval.*—If the State board finds that criteria are not met, it may either disapprove the application or refer the request back for further study.

	Priority.—Institutions approved for establishment in the current biennium are given Priority I rating. Institutions approved for the next succeeding biennium are given Priority II rating. So far, no procedures have been established for developing priority ratings beyond the next succeeding biennium.
Redistricting..........	The local county or several counties that join together voluntarily may constitute the local support area.
Passage of levy or bond issue.	Taxes may be levied by the county commissioners provided the levy of such taxes is approved by an election conducted for that purpose. A formal request stating the maximum rate of the levy must be submitted to the the board of commissioners by the board of trustees or, in the case of a levy for a proposed institution, by the board of education or by petition of 15 percent of the qualified voters. The county commissioners may issue bonds for capital outlay provided the voters have given their approval in an election.
Appointment or election of college board.	The 12 members of the board of trustees of a community college or a technical institute are selected for staggered terms of 8 years. 4 members are elected by the board of commissioners of the county in which the school is located, 4 are elected by the boards of education of the public school administrative units in which the institution is located, and 4 are appointed by the Governor. The 8 trustees of an industrial education center are elected for 8-year terms; 4 by the board of county commissioners and 4 by the boards of education of the public school administrative units.
Appointment of chief administrator.	The chief administrator is selected by the board of trustees with the approval of the State board of education.
Selection of faculty and staff.	The remainder of the administrative staff and instructors are selected by the trustees of the institution in accordance with standards established by the State board of education. The recommendation of the chief administrative officer to the trustees is necessary.
Application for degree-granting authority.	The board of trustees of an institution, in accordance with rules and regulations of the State board of education, may make application to the State board for a license to grant degrees.
Budget preparation....	The board of trustees must submit a capital outlay budget and a current expense budget annually on forms provided by the State board. The capital outlay budget must be submitted to the county commissioners for their approval of the portion requesting local public funds and, following their approval, to the State board for approval of the portion requesting State funds. The current expense budget must be submitted to the county commissioners for their approval of the portion requesting local public funds and, following their approval, to the State board for approval of the entire current expense budget.

Planning of site and facilities.	Sites are chosen and building plans selected by the trustees subject to the approval of the State board of education.
Curriculum development.	The curriculum is developed in broad outline by the department of community colleges, State board of education. The trustees are given authority to develop the curriculum in accordance with these broader outlines and standards.
Registration of curriculum.	The trustees file in the budget application a statement of the various programs to be offered with the State board of education.
Opening of college	The determination of the date for the opening of a college is a joint responsibility of the State board of education and the local trustees. It depends on the completion of buildings and financial support as well as the securing of the necessary faculty.

NORTH DAKOTA

There are five publicly supported 2-year colleges in North Dakota. Two are State colleges, two are junior colleges which operate in school districts under general enabling legislation, and one is an extension center of the University of North Dakota.

Local Junior College

A junior college may be organized in conjunction with the high school in a public school district comprising any city with a population of at least 5,000. An extension center of a college or university may be established in a city with a population of at least 7,500.

Initiation	The school board of the district, with approval of the voters, may establish and maintain a junior college department.
Action by Approval Agency.	*Approval.*—The establishment of a junior college must be approved by a favorable vote of ⅗ of the electorate. *Disapproval.*—The voters may disapprove the establishment of a junior college department.
Passage of levy or bond issue.	A tax of not more than 8 mills may be levied in a school district maintaining a junior college with the approval of the voters.
Appointment of chief administrator.	The school board appoints a local administrator.
Selection of faculty and staff.	Chief administrator appointments the faculty and staff.
Curriculum development.	A department of junior college work may offer not more than 2 years of work beyond a 4-year high school course. Standards for junior colleges are established by the board of higher education, including trade courses, if offered. The board recommends courses of study to meet the required standards.

State 2-Year Colleges

Authorization for the North Dakota School of Forestry and the North Dakota State School of Science was included in the State constitution.

Extension Center

The University of North Dakota operates an extension center located at Williston. This center started as a group of extension courses, each individually arranged. The procedures used are given below.

Initiation	The community requested the program.
Study	The community made a study of their needs and asked the people to authorize establishment of a junior college. This lost by a narrow margin.
Presentation of survey	The community turned to the university indicating citizen interest in terminal programs and in 2 years of work which would carry college credit. The evident demand seemed to justify offering certain courses by the extension division.
Action by Approval Agency.	*Approval.*—Approval of the extension director was necessary subject to review of the university administration.
Passage of levy or bond issue.	The community showed much interest in supporting and expanding the program. It passed a 3-mill levy to increase local support and was active in achieving State support at the level of $200 per student.
Appointment of chief administrator.	A deputy under the university extension director served as chief administrator locally.
Selection of faculty and staff.	All staff appointments were subject to review and recommendation by the appropriate department in the university.
Budget preparation	The budget was handled as a part of the extension division.
Planning of site and facilities.	Site and facilities were determined by the university and the local advisory board.
Opening of college	The opening date was determined by the university in cooperation with the local advisory committee.

OHIO

Ohio has 33 publicly supported 2-year institutions. One is a local community college and 32 are 2-year branches operated by six 4-year institutions.

Local 2-Year Colleges

Public community colleges were first authorized in 1961 and must be established according to somewhat detailed procedures. One such community college is now in operation. The organization and maintenance of any additional community colleges will be supervised by the board of regents. The procedures to be followed have not been developed.

Branch Campuses

The existing university branches were established through the general authorities of the several State universities without central control or supervision and are supported by the budgets of the parent institutions supplemented by such local aid as has been possible within existing local authorities. Any new branches of 4-year institutions will be established under authority of the board of regents. Specific procedures for establishing new branches are in the process of development.

OKLAHOMA

There are 12 publicly supported 2-year colleges in Oklahoma. Seven are State 2-year colleges and five are municipal junior colleges.

Local 2-Year Colleges

The five municipal junior colleges operate as parts of local school district systems under the general enabling legislation of the State.

Initiation	The local school district boards of education are authorized to establish and operate community junior colleges.
Study	The local school administration conducts a survey to determine the need for a community junior college.
Presentation of survey	The local school administration presents its findings to the board of education.
Action by Approval Agency.	*Approval.*—The local board of education approves or disapproves the establishment of the community junior college. Courses offered at community junior colleges are approved by a State committee and must meet standards and regulations of the State board of education and the State regents for higher education.
Appointment of chief administrator.	The superintendent is appointed by the local board of education. The superintendent may in turn appoint an administrative officer, usually a dean, for the junior college program.
Selection of faculty and staff.	This is done by the superintendent of schools with the approval of the local board of education.
Budget preparation	The budget is prepared by the administrative staff and presented to the local board of education.
Planning of site and facilities.	A responsibility of the superintendent of schools and his staff with the approval of the local board of education.

Curriculum development.	The superintendent of schools and his staff, with the approval of the local board of education, determine course offerings and programs.
Registration of curriculum.	The curriculum is registered with the State committee by the local board of education.
Opening of college	The opening date is decided by the superintendent of schools and staff with the approval of the local board of education.

State 2-Year Colleges

The seven State-supported and controlled institutions operate as parts of the Oklahoma State System of Higher Education under the coordinating control of the Oklahoma State Regents for Higher Education. The State legislature and the State regents are responsible for the establishment of any State-supported institution of higher learning.

OREGON

Oregon has 10 publicly supported 2-year colleges; 4 are operating in school districts and 5 in area education districts under general enabling legislation. The 10th is the State technical institute operated by the State board of higher education. Procedures for the establishment of 2-year colleges in school and area education districts follow.

Local 2-Year Colleges

THE SCHOOL DISTRICT

A district with an enrollment in grades 9–12 of at least 1,500 may establish a 2-year college, provided other criteria are met.

Initiation	10 percent of the qualified voters in a single school district may petition the State board of education for the creation of a 2-year college, or, on its own initiative, the district school board may adopt a resolution calling for the creation of such a college. The school board forwards the petition or resolution to the State board of education with appropriate supporting data.
Study	The State board of education conducts an independent investigation to determine whether the request for the creation of a 2-year college in a school district should be granted.
Action by Approval Agency.	*Approval.*—The State board must approve the creation of a 2-year college in a school district, and, following its approval, the school board submits the question to the voters. *Disapproval.*—Should the State board disapprove the creation of a 2-year college, a public hearing is held to support or overrule the board's decision.

Passage of levy or bond issue.	The single school district supports its 2-year college from the same tax levy as that which supports its elementary and secondary schools. The district may, however, issue additional bonds up to an indebtedness of 1.5 percent of the total value of all taxable property in the district.
Appointment of chief administrator.	The school board appoints the chief administrator.
Selection of faculty and staff.	The remainder of the staff and instructors are appointed by the school board.
Application for degree-granting authority.	The school board makes application to the State board of education for permission to grant certificates and degrees for programs of studies requiring not more than 2 years full-time attendance.
Budget preparation.....	The budget is prepared by the school board and approved by the State board.
Planning of site and facilities.	The school board determines the location of sites and facilities, *except* when the location was determined at the election for the formation of the 2-year college by the State board as requested in the initiating petition. A district applying for State funds must secure the approval of the State board
Curriculum development.	The school board develops the curriculum in cooperation with the State department of education.
Registration of curriculum.	The curriculum must be approved by the State board for education and the courses which are to be recognized for credit by institutions of higher education by both the State board of education and the State board of higher education.
Opening of college.....	The school board applies to the State board of education for permission to begin the program.

THE AREA EDUCATION DISTRICT

An area education district with an enrollment in grades 9–12 of at least 1,500 may establish a 2-year college, provided other criteria are met. The electorate of two proposed area education districts are scheduled to vote within the year for the creation of community colleges in their respective districts.

Initiation............	The voters of any contiguous territory embracing parts of one or more counties may petition the State board for the creation of a 2-year college. The petition must be signed by 10 percent or 500 of the voters, whichever is less.
Study................	The State board conducts an independent examination similar to that required for school districts.
Action by Approval Agency.	*Approval.*—The State board of education conducts a public hearing on the petition and, following its conclusion, may approve the petition either in its original or revised form. The voters of the proposed district must approve the creation of the district in an election called for that purpose.

	Disapproval.—The State board may disapprove the creation of an area education district.
Redistricting..........	A territory may withdraw from an area education district, provided a petition signed by 10 percent or 500 of the voters of the territory is submitted to the area district board. If a majority of the voters in both the withdrawing territory and the remainder of the area education district approve the withdrawal in an election called for that purpose, the area district board may make the change. A territory contiguous to an area education district may unite with the area district, provided a petition signed by 10 percent or 500 of the voters of the territory is submitted to the area district board. If the petition is approved by the district board and, following a public hearing, by the State board, and no remonstrance has been filed, the area education district is enlarged to include the petitioning territory.
Passage of levy or bond issue.	An area education district may levy a tax upon all assessable property in the district and may issue bonds up to a total indebtedness of 1.5 percent of the total value of all taxable property in the district.
Appointment or election of college board.	The 7 directors of the area board of education are selected for staggered 4-year terms. The initial area board of education is elected at the same election as that at which the formation of the district is voted upon.
Appointment of chief administrator.	The area board appoints the chief administrator.
Selection of faculty and staff.	The remainder of the staff and instructors are appointed by the area board.
Application for degree-granting authority.	The area board makes application to the State board of education for permission to grant certificates and degrees for programs of studies requiring not more than 2 years full-time attendance.
Budget preparation.....	The budget is prepared by the area board and approved by the State board.
Planning of site and facilities.	The area board determines the location of sites and facilities *except* when the location was determined at the election for the formation of the district by the State board as requested in the initiating petition. A district applying for State funds must secure the approval of the State board.
Curriculum development.	The area board of education develops the curriculum in cooperation with the State board of education.
Registration of curriculum.	The curriculum is approved by the State board. Those courses which are to be recognized for credit by institutions of higher education are approved by both the State board of education and the State board of higher education.
Opening of college.....	The area board of education applies to the State board for permission to begin the program.

Technical Institute

Oregon Technical Institute was established by legislative action. It operates under the supervision of the State board of higher education.

PENNSYLVANIA

There are 19 public 2-year colleges in Pennsylvania operating as branch campuses or extension centers of State-supported 4-year institutions. Local 2-year colleges may be established under legislation enacted in 1963.

Local 2-Year Colleges

Initiation	The board or boards of school directors of one or more school districts, municipalities, or counties meeting informally or at a convention called for the purpose may submit a plan for a community college provided the plan has been approved by each of the sponsors and is submitted by them jointly. The plan must include an estimate of operating expenses and capital outlay.
Study	The community college plan submitted to the State board of education must include a survey of the industrial development and manpower needs of the area and the means by which the community college program will further industrial development, reduce unemployment, and improve the employable skills of area residents.
Presentation of survey	The sponsoring school boards present the results of the survey as part of their community college plan (see above).
Action by Approval Agency.	*Approval.*—If the State board of education determines that the sponsor or sponsors have a population of sufficient numbers to assure a sustained minimum enrollment, have sufficient funds to support such a college, and are not adequately served by established institutions of higher education, the State board may approve the community college plan. *Disapproval.*—The State board may disapprove the plan if a need for the community college is not found to exist or if the proposed college exceeds the number of new colleges authorized for that fiscal period.
Redistricting	The governing body of any school district or municipality may petition the State board of education for permission to participate in an established community college. The petition must be accomplished by the consent of the sponsors of the community college. Following the State board's approval, the petitioning district becomes one of the sponsors of the community college.

Passage of levy or bond issue.	The board of school directors of each sponsoring school district or municipality may levy a tax in addition to the regular school tax provided that the aggregate amount of all taxes may not exceed an amount equal to the product obtained by multiplying the latest market value of the school district by 1 mill in the case of a first-class district, city, or county, or 5 mills in the case of all other districts.
Appointment or election of college board.	In first-class cities, the board of trustees consists of 7 to 15 members appointed for staggered terms of 6 years by the mayor from nominations by a panel selected for that purpose. In the second-class cities, the board of trustees is appointed by the mayor with the approval of the city council; and in the remaining districts, the board is elected by a majority vote of the members of the board or boards of school directors.
Appointment of chief administrator.	The president of the community college is appointed by the board of trustees.
Application for degree-granting authority.	This is not a necessary procedure since the State board o education prescribes the types of diplomas, certificates, or degrees that may be granted students.
Budget preparation....	The community college plan sets forth a financial program for the operation of the college.
Planning of site and facilities.	The board of trustees plans the sites and facilities of the community college in accordance with regulations formulated by the council of higher education and adopted by the State board.
Curriculum development.	The curriculum is developed by the board of trustees in accordance with standards formulated by the council of higher education and adopted by the State board.

Branches and Extension Centers

Pennsylvania State University operates 14 commonwealth campuses; Clarion State College, 1 branch; Edinboro State College, 2 centers; and Indiana State College, 2 centers. Because a master plan for higher education in Pennsylvania is in the process of development, information is not available on the procedures that will be used to establish new branch campuses and extension centers.

Other Institution

Hershey Junior College is a quasi-public 2-year college which was organized prior to the enactment in 1963 of permissive legislation for the establishment of local junior colleges. It is financed by a private corporation, and enrollment is limited to residents of the township in which it is located.

RHODE ISLAND

There are no public 2-year colleges in Rhode Island.

In 1959 the commission to study higher education submitted the results of a study of higher education needs in Rhode Island to the legislature with the recommendation that the State plan the orderly establishment of community colleges according to a priority system to be governed by the board of trustees of State Colleges as part of a unified system of publicly supported higher education in the State. Subsequently, a resolution was adopted and approved which directed the board of trustees of State colleges to survey the need and report proposals for establishment of 2-year community colleges. The board appointed a community college study group to conduct the study. This group submitted its findings in the form of a master plan for community colleges in Rhode Island and recommended three community colleges for the State. The board submitted its report and the draft of legislation to the general assembly.

SOUTH CAROLINA

There are no public junior or community colleges in South Carolina and no provisions in the laws for such institutions. There are no official published regulations pertaining to 2-year colleges in the State.

SOUTH DAKOTA

There are no public junior or community colleges in South Dakota and no provisions in the laws for such institutions. There are no official published regulations pertaining to 2-year colleges in the State.

TENNESSEE

There are no publicly supported 2-year colleges in Tennessee. However, legislation enacted in 1963 authorizes the State board of vocational education to locate, establish, construct, and operate a statewide system of area vocational-technical schools and regional technical schools.

The State board may establish vocational-technical schools or technical schools as it deems necessary in locations throughout the State. It may also enter into contracts with any local board or boards of education of any county, city, or special school district; any county or counties, or municipality or municipalities; any other public or private body, board, foundation, or agency; or any individual or group of individuals for the operation of area vocational-technical schools; and with the board of trustees of the University of Tennessee and with the colleges and universities under control of the State board of education for the operation of regional technical schools.

TEXAS

There are 31 publicly supported 2-year colleges in Texas operated by districts or cities under the supervision of the Texas Education Agency (particularly the assistant commissioner for public junior colleges). Legislation provides for the establishment of a junior college district by any county; 2 or more contiguous counties; or 2 or more contiguous common and independent school districts having a minimum valuation of $9.5 million, minimum enrollment of 400 pupils in grades 9–12, total school enrollment of 7,000 (or 5,000 in a growing area) for the prior year, enrollment potential of 500 full-time equivalent students for the proposed junior college within 4 years, and a petition signed by 10 percent of the qualified voters in the area (county, in each of 2 counties, or each of the component school districts).

Local Junior Colleges

Initiation	Local citizens may establish a steering committee which serves as liaison between the local area and the State board of education. The steering committee is responsible for a survey of needs and potential and for an informational program of the nature and purpose of a junior college.
Study	A comprehensive study of the needs and potential of the proposed district is made under the sponsorship of the local committee. It may be conducted by the local committee, by members of the Texas Education Agency, or by an independent agency approved by the commissioner of education. The survey is made according to a plan developed by the assistant commissioner for public junior colleges and approved by the commissioner.
Presentation of survey	The local steering committee submits a summary of the survey findings to the commissioner.
Action by Approval Agency.	A petition for an election to form a junior college district is circulated in the area and presented to the county board of education. The survey results and petition are submitted to the commissioner, who evaluates and approves them and refers both the study report and petition to the State board review committee. The review committee examines the petition for compliance with statutes and policies of the State board. Supplementary data is reviewed to determine if further action is necessary. *Approval.*—If approved, the State board authorizes a local election to be called by the county judge or judges. State board authorization is based on 2 conditions: (a) that authorization expires within 12 months if no election is held, and (b) that if the original election fails, successive elections may be conducted if they are held within the above time limit. A majority of favorable votes constitutes the formation of a junior college district.

	Disapproval.—The action is not approved if it fails to receive acceptance by the State board or if the election fails.
Redistricting..........	A junior college district may be formed in an area coterminous with 2 or more contiguous counties or coterminous with 2 or more contiguous common and independent school districts and may include districts extending into 2 or more counties.
Passage of levy or bond issue.	A vote on the local maintenance tax must receive approval of the majority of voters in the district at the time of establishment of the junior college district. A bond issue must be voted upon after the district has been established and trustees elected.
Appointment or election of college board.	A board of trustees is elected.
Appointment of chief administrator.	The board selects a president.
Selection of faculty and staff.	Faculty and staff members are appointed by the board upon nomination of the president.
Planning of site and facilities.	The local board and chief administrator plan the facilities and select the site in accordance with standards required by the Texas Education Agency.
Curriculum development.	The Texas Education Agency has established standards and conditions which must be met by the junior college in order to receive State appropriations. The development of the curriculum by the staff of the new junior college is related to these standards and to the needs of the district.
Opening of college.....	The opening date for the beginning of classes is determined by the administration and board and approved by the State board of education.

UTAH

There are three public 2-year colleges in Utah; two are 2-year branches of State universities, and the third is a State junior college.

State 2-Year Colleges

Although each 2-year college is created by a separate legislative enactment and no general enabling legislation provides for their establishment, the procedures which are emerging in practice for the establishment of public 2-year colleges are given below.[1]

Initiation.............	The legislature requests the coordinating council on higher education to study the advisability of establishing a junior college at a specified location.

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[1] 2 of the 3 public 2-year colleges were transferred from church-supported institutions to public control. Only 1 junior college—Carbon College—authorized in 1937 has been established "de novo" by the State. Although the curriculum of the College of Southern Utah is chiefly of junior college grade, it is not legally designated as a 2-year college; and it offers some curriculums extending into the 3d and 4th years of collegiate work.

Study	The council conducts the study as requested. No regulations govern the nature of the study.
Presentation of survey	The council presents the study to the legislature.
Action by Approval Agency.	*Approval.*—The legislature either approves the establishment of a new 2-year college by enacting the necessary legislation or fails to enact the necessary legislation. *Priority.*—The coordinating council is designated by law to establish "criteria for determining the need for new programs or new public post-high school educational institutions . . ."
Appointment or election of college board.	Legislation authorizing establishment would designate the governing board for the new institution.
Appointment of chief administrator.	The administrator is appointed by the institution's governing board on the recommendation of its executive officer.
Selection of faculty and staff.	No formal procedure has been established. The procedure would likely be appointment by the governing board on the recommendation of the president of the college.
Application for degree-granting authority.	The institution, with approval of the governing board, initiates and promotes appropriate legislation.
Budget preparation	The budget is developed under auspices of the governing board by its executive staff and submitted to the coordinating council and to the State legislature.
Planning of site and facilities.	The State building board has authority to plan, or approve all plans, for building construction with State funds.
Curriculum development.	Within legal prescriptions, the curriculum is developed under auspices of the governing board. Actual construction of the curriculum is usually done by the administrative and instructional staff members of the 2-year institution, advised by members of the professional staff of the governing board.
Registration of curriculum.	Institutions make an annual report of their curriculums to the coordinating council.
Opening of college	The opening date of the new institution is stipulated in the legislation.

Branch Colleges

The University of Utah and Utah State University of Agriculture and Applied Science each operate a 2-year branch campus. There is no published information describing the procedures used to establish these institutions.

VERMONT

There is one 2-year college in Vermont, Vermont Technical College, operating under the control of Vermont State Colleges, a public corporation established by legislative act of 1961. The legislative act provides that four existing institutions and "other State operated institutions of higher education which may be established" shall be under the control of Vermont State Colleges.

Technical College

Initiation	Responsibility rests with Vermont State Colleges.
Study	No study procedures have been established.
Action by Approval Agency.	The approval or disapproval of the college is by board of trustees of Vermont State Colleges.
Passage of levy or bond issue.	The State appropriates funds to Vermont State Colleges which are then allocated by board of trustees.
Appointment or election of college board.	The board of trustees of Vermont State Colleges is appointed by the Governor and confirmed by the State senate.
Appointment of chief administrator.	Board of trustees appoints the chief administrator.
Selection of faculty and staff.	Administrators, supervisors, instructors, and other employees are recommended by the chief administrator of the institution and confirmed by the board of trustees.
Application for degree-granting authority.	Under authority of the board of trustees.
Budget preparation	The budget is developed under control of the board of trustees which submits budget request to the legislature.
Planning of site and facilities.	The board of trustees has planning authority for sites and facilities.
Curriculum development.	The development of the curriculum is a responsibility of the board of trustees.
Opening of college	The opening date is decided by the institution with approval by the board.

VIRGINIA

There are nine public 2-year branches of 4-year institutions in Virginia; the College of William and Mary operates two; the University of Virginia, four; and Virginia Polytechnic Institute, three. Legistation enacted in 1956 creating the State Council for higher education provides for the establishment of new branches or extensions of existing State institutions only under regulations of the council.

Branch Colleges

Initiation	The council reports biennially to the Governor and general assembly on the enrollment potential, need, location, and estimate of cost for operating new branches or extensions and chooses the existing institution best suited to operate the branches.

Study	The council conducts a survey and may cooperate with and utilize facilities of any existing State departments, institutions, and agencies.
Presentation of survey	The council presents its findings to the Governor and general assembly.
Action by Approval Agency.	*Approval.* The general assembly may approve or disapprove the authorization of a new institution.
Appointment of chief administrator.	The governing board of the parent institution appoints the local administrator.
Selection of faculty and staff.	The instructors and staff members are appointed by the governing board of the parent institution.
Budget preparation	The budget is prepared by chief administrator in conjunction with coordination of community college programs on staff of the parent institution.
Planning of site and facilities.	Location of site and facilities are determined by the sponsoring institution.
Curriculum development.	The governing board of the parent institution prescribes courses of instruction, subject to the approval of the council.
Opening of college	The parent institution determines the opening date of the branch college.

WASHINGTON

There are 13 public community colleges in Washington operating under the general enabling legislation of the State. The procedures for establishing community colleges in Washington are shown below.

Local Junior Colleges

Initiation	The State board of education, with the assistance of the area community college advisory committee appointed by the State board, conducts an area survey to determine the need for and eligibility of an area for establishing a community college. The superintendent of public instruction determines the most feasible locations and the State board decides which school district in the area will develop the community college.
Study	The State board conducts a survey. Criteria for establishing a community college include: a population concentration within a radius of 25 miles, a minimum school enrollment in grades 1–12 of 8,700 and of 2,200 in grades 9–12, probability of 450 high school graduates annually, educational services needed in the community, the area's ability to financially support the program, and consideration of existing institutions to avoid duplication or overlapping of existing educational services.

Presentation of survey	The State board presents its findings and recommendations to the legislature.
Action by Approval Agency.	*Approval.*—The legislature approves or disapproves the establishment of the community college upon recommendation of the State board. *Priority.*—The State board determines priority.
Passage of levy or bond issue.	Tax levies in excess of 14 mills must be voted on by the citizens. School districts may issue bonds not to exceed 10 percent of the district's assessed value.
Appointment of chief administrator.	The board of directors of the college appoints the president.
Selection of faculty and staff.	Administrators and instructors are employed by the board of directors.
Budget preparation	School districts submit separate budget requests for community colleges to the State superintendent for approval. The State superintendent submits the budget requests to the legislature.
Planning of site and facilities.	Planning is done by the local school district in cooperation with the State superintendent's office.
Curriculum development.	The State board requires a community college to offer 2-year post-high school curricula of general education, or vocational education, or both.
Registration of curriculum.	The board of directors submits a report of curriculum offerings to the State board for approval.
Opening of college	The State board determines the opening date of the college.

WEST VIRGINIA

State 2-Year College

West Virginia has one publicly supported 2-year college, Potomac State College of West Virginia University, which is closely affiliated with West Virginia University but independent in support and administration.

Branch Colleges

The law of 1961 provides for the establishment of 2-year colleges as branches of State-supported institutions of higher education. Three such branches have been established. Procedures for the establishment of 2-year terminal branch and community colleges follow.

Initiation	A 2-year branch college may be established by any State-supported institution of higher education or any county board of education, county court, municipal corporation, or any two of them jointly with an approved State-supported educational institution.

Study	A "needs" survey including branch-unit population, potential, and financial support establishes basic data for determination of establishment.
Presentation of survey	The survey is presented by the instigating institution to the governing board: The Board of Governors of West Virginia University or the West Virginia Board of Education.
Action by Approval Agency.	*Approval.*—The governing board of the parent institution may approve or disapprove the establishment of a branch campus upon application by that institution.
Appointment of chief administrator.	The governing board appoints the chief administrator of the parent institution and approves the plan for branch unit.
Selection of faculty and staff.	Instructors and administrative staff members are employed by the governing board as members of parent institution.
Budget preparation	Prepared by the chief administrator, the institutional budget must be approved by the governing board of the parent institution.
Planning of site and facilities.	Complete authority is vested in the governing board of the parent institution which may cooperate with local governing bodies and county boards of education in securing physical facilities.
Curriculum development.	Branch may offer transfer, terminal, technical, and adult vocational programs.
Registration of curriculum.	The registration of the curriculum is by parent institution with approval of the governing board.

WISCONSIN

Wisconsin has thirty-eight 2-year colleges: 22 county teachers colleges, 8 extension centers of the University of Wisconsin, and 8 municipal technical institutes. All public post-high school programs are under the jurisdiction of the coordinating committee for higher education which has developed plans for all public higher education to be administered by the University of Wisconsin and its extension centers, the State colleges and their branch campuses, and the vocational, technical, and adult schools.

Criteria for the establishment of the teachers colleges are not presented because these institutions will be disestablished by June 1968. Procedures for establishing 2-year colleges under the coordinating committee program follow.

Technical Institutes

Initiation	Local schools of vocational and adult education may be authorized by the State board of vocational and adult education to grant associate degrees in the appropriate areas designated by the State board to students who successfully complete 2 full years technical level post-high school instruction in courses, the standards of which meet the requirements established by the State board. New schools

	may be established by multiple school districts and one or more counties with the approval of the State board of vocational and adult education.
Study	Schools to be approved for 2-year post-high school courses conduct studies to determine educational needs, interest of students and community, ability to support, and the nature of the ongoing educational program.
Presentation of survey	The survey is presented to an evaluating committee that reviews the surveys and evaluates the operation of the school. The evaluation committee then recommends approval or disapproval to the State board of vocational and adult education.
Action by Approval Agency.	*Approval.*—The evaluating committee chairman submits recommendations to the State director of vocational and adult education, who presents his recommendation to the board. The board takes action on the recommendations. Notification of the approval is sent by the director to the local board of vocational and adult education. *Disapproval.*—The evaluating committee chairman submits a recommendation for disapproval to the State director. This disapproval is held until further evaluation shows that approval can be recommended to the State board of vocational and adult education.
Redistricting	Existing areas of vocational and adult education school districts may be expanded to be coterminous with a school district or several school districts, or expanded to a county or several county basis with the approval of the State board and after new study and action by the governing bodies involved.
Passage of levy or bond issue.	Local boards of vocational and adult education may tax up to 2 mills on the assessed valuation. Taxes above 2 mills are subject to the approval of the city council. Special bond issues are voted by the city council or by public referendum.
Appointment or election of college board.	The members of local boards of vocational and adult education of a city, high school, union high school, common or unified school district are appointed by the respective board of education. Board members of county or multiple county districts are appointed by the county boards. The board members of school districts are appointed by boards of education.
Appointment of chief administrator.	Appointment is made by the local board of vocational and adult education.
Selection of faculty and staff.	Selection of other administrative staff members is made by the chief administrator with the approval of the local board vocational and adult education and must meet certification requirements for the State board of vocational and adult education.

Application for degree-granting authority.	Programs for which a degree is to be granted are evaluated through a program evaluation procedure. The program evaluating committee recommends approval or disapproval to the State director. The State director then acts upon the recommendation. Approval is then transmitted by letter to the local board of vocational and adult education.
Budget preparation	The chief administrator establishes a budget which is reviewed and approved by the local board, and if in excess of 2 mills must be submitted to the local council or at the annual school meeting for approval.
Planning of site and facilities.	The selection and acquisition of the local facilities are done by the local board of vocational and adult education. In city districts and in county districts, the site is purchased by the governing body. Schools established on the basis of union high schools, common or unified school districts, or a multiple school district have their sites purchased by the State Board of Vocational and Adult Education.
Curriculum development.	Recommended curriculum standards for all 2-year post-high school accredited programs are established by the State board in cooperation with management, labor, professional groups, related occupational groups, and educators. From these standards, local administrators with their staff develop curriculum.
Registration of curriculum.	Approval of a program automatically constitutes registration.
Opening of college	The opening date for classes is determined by the local board of vocational and adult education after approval by the State board of vocational and adult education.

Branch Campuses and Extension Centers

Initiation	Upon the advice of its long-range planning committee, the coordinating committee for higher education will adopt a statewide plan for the development of new centers and branch campuses in communities throughout the State. The coordinating committee will entertain petitions from local authorities for the establishment of a center or branch campus. A joint staff educational advisory team will be available to consult with a county or municipality interested in having a center or branch campus.
Study	The long-range planning committee of the coordinating committee conducts a survey to explore the possibility of establishing centers or branch campuses at locations throughout the State. Criteria for consideration include: suitable physical facilities must be provided and maintained by the county or community (generally, the community should be the trade, service, or transportation center of the area); the operating costs of the center or branch campus must be

	relatively economical; the quantitative educational requirement for a center or branch campus must be measured by the probable potential enrollment and the proximity of other higher education institutions; and evidence of local community interest and support must be given.
Presentation of survey. .	Findings are presented to the coordinating committee.
Action by Approval Agency.	*Approval.*—For the establishment of a center or branch campus, approval is granted by the coordinating committee with assignment to the University of Wisconsin or to a State college, provided the respective board of regents has agreed to accept responsibility. *Priority.*—An order of priority for development of centers or branch campuses is developed by the coordinating committee.
Appointment of chief administrator.	The board of regents of the University of Wisconsin or of the State college appoints the local administrator.
Selection of faculty and staff.	The board of regents of the university or of the State college appoints or employs the instructors and staff members.
Planning of site and facilities.	The local community agrees to furnish physical facilities and provide for their maintenance.
Curriculum development.	The center or branch campus offers a 2-year liberal arts program.
Opening of college.	The opening date is determined by the coordinating committee.

WYOMING

There are five publicly supported 2-year colleges in Wyoming operating under the general enabling legislation. The community colleges must be approved by the community college commission.

Local Community College

A community college district may consist of one school district or of several school districts and may be formed in any part of the State where the area to be formed into the district has an assessed property valuation of at least $30 million and a total of at least 700 pupils regularly enrolled in the high school grades 9–12.

Initiation	The responsibility for initiation lies with the electors of the district. 25 percent of the electors, or 500 electors, whichever is smaller, may petition the board of trustees of the school district where the proposed community college is to be located requesting the organization and establishment of a community college district. The procedure is initiated through the county commissioners when the district is to include an entire county. The board of school trustees petitions the community college commission in the form prescribed by the commission for approval to establish a community college district.

Study	Upon receipt of the petition from the board of school trustees, the commission conducts a survey of the proposed community college district. Consideration is given to the need for a community college district, the financial ability of the district to support it, the educational soundness of the plan, and the determination that the district or districts have complied with prescribed standards for the establishment of a community college.
Action by Approval Agency.	*Approval.*—The commission approves or disapproves the establishment of the community college district within 90 days after receipt of a petition on the basis of the survey results. If approved, the commission notifies the board of trustees which calls an election. Electors vote on the creation of the district, a tax levy not to exceed 2½ mills, and the community college district board. A majority of affirmative votes cast constitutes the formation of a community college district. *Priority.*—Priority is given to areas not served by a college.
Redistricting	The territory of an entire county may be organized as a community college district; junior colleges and university centers established prior to 1961 may organize a community college district; existing community college districts may annex additional school districts; and an established community college district may be enlarged to form a countywide district.
Passage of levy or bond issue.	The proposed community college district may levy taxes not to exceed 2½ mills on the dollar of assessed valuation. Electors may raise the levy an additional 1½ mills.
Appointment or election of college board.	The members of the community college district board are elected at the time of creation of the district.
Appointment of chief administrator.	The chief administrator is appointed by the community college board.
Selection of faculty and staff.	Personnel are selected by the administrator with approval of the board.
Application for degree-granting authority.	The community college commission prescribes standards for the associate in arts degree.
Budget preparation	The budget is prepared by the community college board and administrator.
Planning of site and facilities.	The proposed location of the community college is included in the petition to create the district and is the responsibility of the community college district.
Curriculum development.	Each college develops its own program and curriculum in accordance with standards and requirements of the commission.
Opening of college	The date of opening is determined by the community college trustees.

APPENDIX A

Letter to State Agencies Accompanying State Exhibit

Dear :

We are conducting a study of the State procedures for establishing public 2-year colleges. For each State we want to include in our report an analysis of the State laws, regulations, and practices relating to procedures for the development of new 2-year colleges. This study has been approved by the Bureau of the Budget under the approval number 51-6308, and is a followup to two other publications of the Office of Education, Criteria for the Establishment of 2-Year Colleges and State Formulas for the Support of Public 2-Year Colleges.

Enclosed are two copies of a statement prepared in our Office from available sources. The statement shows the procedures for establishing public 2-year colleges in your State. We have attempted to identify the agency which has the major responsibility for each of 15 steps. If the responsibility is shared, please indicate the name of the agency with which it is shared and the extent of each agency's responsibility (major, minor, advisory) for each step. Would you also indicate any way in which this statement is incomplete or inaccurate. After you have checked the validity of the statement, please sign one copy on the line designated and return it to us in the enclosed preaddressed, postage-paid envelope. The other copy is for your files. If your State has any brochures or booklets on this subject, we would be very glad to receive a copy.

We would greatly appreciate an early reply.

Sincerely yours,

D. G. Morrison, Specialist
Community and Junior Colleges

APPENDIX B

Letter to Colleges and Universities Accompanying Institutional Exhibit

Dear :

We are conducting a study of the State procedures for establishing public 2-year colleges. For each State, we want to include in our report an analysis of the State laws, regulations, and practices relating to procedures for the development of new 2-year colleges. This study has been approved by the Bureau of the Budget under the approval number 51-6308, and is a followup to two other publications of the Office of Education, Criteria for the Establishment of 2-Year Colleges and State Formulas for the Support of Public 2-Year Colleges.

Rather than using a questionnaire to gather this information, our plan is to develop a State exhibit which we will send to each State for verification and amendment. I am enclosing a copy of one we have prepared for the State of New York, which is only an example and not necessarily representative of other States.

We would like to know if the (name of institution) operates 2-year centers or branches which offer complete programs for the freshman and sophomore years. If so, would you please send us information regarding the procedures for establishing new branches of the (university, college) which would indicate the agency which has the major responsibility for each of 15 steps as shown in the New York outline. If responsibility is shared, we would like to know the name of the agency with which it is shared and the extent of each agency's responsibility (major, minor, advisory) for each step. If your State has any brochures or booklets on this subject, we would be very glad to receive a copy. Also, if you know of any public 2-year college in the State other than (name of branch and its location) would you please let us know the name of the institution, the location, and the administrative officer. A preaddressed, postage-paid envelope is enclosed for your convenience.

We would greatly appreciate an early reply.

Sincerely yours,

Enclosures

D. G. Morrison, Specialist
Community and Junior Colleges

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